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THE
SCHOOL JOURNAL

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SEPTEMBER, 1908

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THE SCHOOL JOURNAL

(Established in 1870)

A MONTHLY JOURNAL OF EDUCATIONAL PROGRESS

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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVI.

September, 1908

No. 1

OSSIAN LANG, Editor.

The N. E. A. Convention

The attendance at Cleveland was not as large as the local enthusiasts had planned for. One result was that everyone was well taken care of. The preparations for the comfort of the visiting teachers were satisfactory in every respect. Cleveland took pride in the convention. The decorations were appropriate and plentiful. Policemen, firemen, everybody including the small boys, were polite and seemed anxious to be helpful to the wearers of the N. E. A. membership badges.

The actual registration appears to have been less than six thousand. This number, together with advance memberships and the renewals of active memberships, will bring the total to about ten thousand for the year. There was much criticism of the railroads, but they are not much to blame after all. The one and one-third fare for the western territory, where three cents or more per mile was the rule, was really no more than the rate in former years. Where the N. E. A. suffered most was by the abandonment of the plan of having the railroads collect the membership fee of every purchaser of a convention ticket. The procedure has been declared illegal. Whatever the result may be financially, educationally the change will be a distinct gain. The former compulsory membership represented nothing to be proud of as an educational organization. Now membership will begin to represent an actual willingness to be identified with the N. E. A.

For an educational convention of the character of the N. E. A. meetings, no more attractive program could have been produced. As a result, the meetings generally were crowded to the doors, and many had to be turned away. To be sure, Acting President Schaeffer has had unusual experience thrust upon him. President of the N. E. A. for three years is a unique distinction. The San Francisco calamity extended his original term to two years. President Cooley's illness, necessitating the abandonment of all outside responsibilities, added one more year. The program was not only a profitable one to the educators, but also enjoyable, by reason of its personnel, to the people of Cleveland. Perhaps the strongest of all the addresses was that by Jane Addams. It was a timely plea for the intelligent recognition of our educational duty towards our immigrants and their children. Uncompromising "Americanization" has proved a dangerous procedure. A child that does not respect the language, traditions, customs and dreams of his parents is losing a vital part of the education that should be assured to him. The child that regards his parents as greenhorns is a positive moral danger to the community and the country at large. Schools and teachers must study the immigrant with loving interest, preserving and winning for our own country everything good and desirable that is brought to our shores. What Booker Washington has done and is doing for the negro

—by the way, this great leader was one of the speakers, too—Jane Addams is doing for the immigrant. She is one of the great leaders of our country who are preparing the way for the kingdom of God on earth, right here among us in the United States.

The "Declaration of Principles" was unusually fine and strong. Very conservative in tone and content, it pointed out clearly some of the great duties which the schools must meet. The need of positive training in righteousness was forcibly presented. Especially good, too, was the declaration in favor of the study in the common schools of the Bible, as an essential part of the literature that has affected and will continue to rule the life of our country. This was the thought presented by Dr. Nicholas Murray Butler some years ago, and it is to his everlasting credit that he has not permitted the thought to be forgotten. It is now squarely before us. J. Howard Rogers' reading of the declaration, as chairman of the committee on resolutions, was very impressive, and for once every statement received its full weight of attention. It was a wise move, too, not to defer the presentation of the resolutions to the last session. The business meeting was the proper place for it.

The "Declaration of Principles" is printed in full on another page of this number. It is well worth a careful reading. Three paragraphs which appear to be of unusual importance are these:

2. The National Education Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of today a tendency toward a disregard to constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion and places important obligations upon school boards, superintendents and teachers.

3. It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some States as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible, as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed.

It is important that school buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating, not only the children, but the people as a whole, in matters of taste. The school is becoming more and more a community center,

and its larger opportunities impose new obligations. School buildings should be attractive as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty.

The newspapers made considerable of the resolution offered by Superintendent Cox of Xenia, Ohio, regarding the use of the simplified spelling in the official publications of the N. E. A. Last year at Los Angeles a motion was offered at a general session directing the secretary to use the spellings recommended by the Simplified Spelling Board, in the printed proceedings. There was a question at the time as to the legality of such a motion. Some believed that the question was a purely administrative one and should be left to the Board of Directors for decision. Others held that the annual business meeting of active members was the proper form. Nevertheless the vote showed a majority of those in attendance at a general evening session favored it, owing, probably, to the fact that many were not well informed concerning its import. At Cleveland the resolution was brought up in the regular business meeting, and presented in typewritten form. It was, however, in the form of a criticism of the universally beloved secretary's action in not allowing himself to be governed by the snap vote at Los Angeles. Superintendent Cox intended to have the active members present order the secretary to employ the simplified spellings. This radical departure from the administrative rules implied by the constitution and by-laws found no support, and the resolution was put on the table. That is all there was to it. The question of the wisdom of the Simplified Spelling Board was not under consideration, the newspapers notwithstanding.

The election resulted in the elevation of Superintendent L. D. Harvey to the presidency of the N. E. A. He has been for many years a power in the organization. Some years ago he was chosen as president of the Department of Superintendence, and he has served on many important committees. His sterling character, forceful personality, splendid administrative ability, impressive platform presence, and general good fellowship have earned him the fullest measure of recognition at the hands of the members.

There were two other candidates in the field. Superintendent Phillips of Birmingham, Ala., was the choice of many, and President Thompson of Ohio University, came within two votes of an election. It seems that in one of the five ballots there was a tie between Dr. Harvey and Dr. Thompson. On the next ballot one of the Thompson supporters went over to the Harvey side and that determined the nomination. Ohio then withdrew the name of Thompson and moved that the nomination of Harvey be made unanimous. The active members ratified the vote at their annual business meeting.

Chamberlain was accorded the unusual honor of being re-elected as treasurer. James C. Byrnes, of the New York City board of examiners was elected second vice-president, E. G. Cooley, in accordance with the usual practice, was made first vice-president.

The next meeting will probably be held at Denver.

The volume of proceedings annually issued by the N. E. A. will be well worth having this year. While aside from the utterances of Jane Addams and the Declaration of Principles there has been nothing specially stirring, there have been many valuable papers; in fact, the output of this year is of distinctly higher grade than is usual.

See also brief notes on page 27

Two years ago THE SCHOOL JOURNAL called attention to a remarkable find at Springfield, Mass., of examination papers of high school pupils in 1846. Prin. John L. Riley gave the identical problems in the higher grammar grades with the result that the teachings of 1906 were shown to be in every respect superior to that of sixty years previous. The discussion in these columns of the comparative test stirred up considerable interest, and the frequently heard irresponsible talk of how much better the schools of our fathers and grandfathers were, received a severe shock. The editor urged Principal Riley to publish samples of the actual papers of 1846, in order to give people some idea of the wretched hand-writing and the worse spelling that were to be found in what was in its day considered a famous New England high school. He has prepared a book on the subject, which, thru the generosity of Miles C. Holden, secretary of the Holden Patent Book Cover Company, Springfield, Mass., is now to be had, tastefully gotten up. The price has been put at twenty-five cents, which barely covers the cost. The purpose is to place a valuable help in the hands of educators for combatting effectually the popular notion that a narrow course of study must of necessity be a thoro one. "The Springfield Tests, 1846-1906, a Study in the Three R's" by John Lawrence Riley, supplies abundant effective ammunition for blazing the way for real enrichment of the elementary school curriculum. The three R's must be taught. The introduction of no other studies will make up for the neglect of these "essentials." But limitations to the three R's won't do it. A poor farmer will have good potatoes only by luck, and where luck is wanting he will fail to raise them tho he should confine himself exclusively to them. A good farmer will know how to raise potatoes and will have time for raising many things besides. The difference is in the teachers and the knowing how.

Opposition has been raised in some quarters against the introduction of folk dances in the schools, on the ground that it may develop an unhealthy desire for the stage and may lead to laxity in sex morals. The objectors probably have in mind so-called fancy dances, devised by people who do not understand the educational spirit that should rule the schools.

To be sure, there are objectionable folk dances. Almost all the Spanish, many of the Italian, and not a few of the Russian dances, belong to this class. But there are hundreds of dances to select from, which represent healthy, popular poetry as much as songs and legends do. One might as well oppose singing because there are objectionable songs, and singing might create a desire for the stage. With the sane leader, like Miss Caroline Crawford of Teachers College, pointing the way, there is no danger of serious aberration. Blind leaders of the blind must always be guarded against. It is they who cause misrepresentation of the purposes of the rhythm folk dance games that are finding their way into the schools.

The right sort of dances are a distinct gain to school life, improving the children's health, training them in self-control, developing in them a sense of rhythm and poetry, giving them grace and adding to their happiness. There is not an argument to be raised against the right sort of folk dances that does not, with equal force, apply to music and the study of fine arts generally. A glance thru Miss Crawford's book on "Folk Dances and Games" is advisable for all who wish to be informed concerning the character of the new departure in physical culture.

How to Make Schools Safe Against Fire

By PETER JOSEPH MCKEON, Secretary of the Fire Bureau, New York

The burning of the school building at North Collinwood, Ohio, caused severe and indiscriminate criticism of school officials on the ground of failure to take precautions for the safety of the children. It cannot truthfully be claimed that the unsafe conditions of school buildings as revealed in the resulting examinations after this fire were a special reflection on school authorities.

The general neglect of the fire danger in all our buildings, both public and private, is sufficient explanation why school buildings should be no exception. Our churches, for example, are just as dangerous and the burning of a religious edifice, with resulting injury and death to the congregation, will be needed to call the attention of churchgoers to this fact.

School officials at present are undoubtedly giving the question of safety from fire special attention. They are beset with all kinds of ideas and recommendations, which are well meant, but come in few cases from those qualified by study and experience of fire and its phenomena to plan and construct safeguards that will be effectual. Fire is a distinct problem for science and engineering, but unfortunately is considered within the ability of every layman, or what is worse, handled by those whose smattering knowledge and experience make them dangerous practitioners.

Architects, insurance men and firemen have always been considered authorities, yet few of these are qualified to perform the constructive work of devising fire safeguards. Architects are palpably deficient in this respect, as conclusively shown by the behavior of buildings planned and built according to their specifications. The average insurance man is supposed to have an expert knowledge of fire as part of his business, yet fire protection is totally different from fire insurance. The average fireman's knowledge and experience is limited to putting out a fire, and he seldom concerns himself with the preventive function or is able to plan the necessary measures to ward off a fire in advance, a case in point being the inspection of New York's schools by the battalion chiefs, whose recommendations could not be followed by the board of education.

This inexpert handling of what is really a special technical problem is one factor accounting for the numerous fires in school, both before and after the North Collinwood case. Another factor is the absence of fixed responsibility; fire precautions are supposed to be everyone's business, with the result that they are no one's. This practice must be stopped, if our schools and other buildings are to be made safe. Some one must make the fire danger his special business and discharge the duty with the care and efficiency that is merited by the life and property at stake. It is usually entrusted to a committee, but better results will follow if some member of the school organization will make it a personal matter to secure information on fire prevention.

The simplest and best way to fulfill all responsibility and at the same time get reliable advice and information is to employ a competent fire engineer, who is a specialist in examining the fire conditions of buildings and preparing specifications for fire prevention, fire protection and fire insurance, since the first two operate to reduce

the cost of insurance. Fire engineers, unfortunately, are not available for many school officials, as even in the large cities there are few organizations such as the fire bureau in New York, which is a bureau of the science and engineering of fire prevention and protection.

When the services of fire engineers cannot be obtained, school officials are dependent on local officers, or on such information as they can procure from published sources. Unfortunately, there are no books on the subject that would be of practical value to the men, who are wrestling with the problem of particular school buildings. Fire engineering as a science and as applied engineering is quite new, so its literature is scanty and incomplete. Many helpful suggestions, however, can be given by some practical articles, so the writer, at the suggestion of the Editor of THE SCHOOL JOURNAL, has prepared a series of articles dealing with the fire problem of school buildings. It is impracticable to prescribe remedies for individual buildings, so the aim is simply to set forth general principles and lay down broad rules, which will enable school officials to make a self-inspection of their buildings, satisfy themselves about the safety of the pupils and specify the improvements that are necessary.

The main topics of the articles will be Plan and Construction of New Buildings, Alteration of Existing Buildings, Fire Drills, Fire Inspection System and Fire Appliances. The scope of the articles will cover not only the new "fireproof" buildings and the brick buildings in the large cities and towns, but also the smaller buildings and those of frame or wood construction in the smaller communities. Consideration will also be given to the fact that the financial resources in many cases are limited. The logical beginning of such a series would be to describe the requirements for new buildings, being planned or erected, but what is most needed, and needed at once, is the safeguarding of the old buildings. The first thing to do is to establish a system of regular inspection.

This can be instituted at once, at little or no cost, and by removing the causes of fires provide the best safeguard. The first article, therefore, will describe a Fire Inspection System for Schools, but in the mean time school officials, who are at work on special features of the problem, are invited to address inquiries to the writer, in care of The Fire Bureau, No. 7 West Forty-second Street, New York City.

The First Day of School

Visit the school and neighborhood before the opening day—first, to get a general knowledge of the place; second, to get acquainted with the parents; third, to know the occupations of the people; fourth, to become acquainted with the children; fifth, to find out of what character the parents and children are; sixth, to find out what work has been done in the school; seventh, to find out what your predecessor did—meet him if possible.

Plan your day's work; have a definite program. Be there early.

Greet each child as he enters; if possible have a chat with each one to get still better acquainted with them and their surroundings.

Pennsylvania. CHRISTIANA M. BOYER.

Morning Exercises

[GRADES V TO VIII]

By MARY CALLUM WILEY, North Carolina

It was a school of about four hundred pupils. Twice a week the entire school, from lower primary to high school, assembled in the assembly room for opening exercises. It had been the custom to have at these opening exercises a Scripture selection, the Lord's Prayer, one or more songs, and sometimes a class recitation, or in place of the Scripture lesson a responsive exercise by the school. The responses were given in a perfunctory way and the other exercises were plainly uninteresting. The older boys and girls would not join in the singing and finally the songs all became primary, and the other exercises suitable only for the lower grades.

Something had to be done. The superintendent consulted with the principal. The result was that a program committee was formed and three teachers, one from the primary, one from the intermediate, and one from the high school department, were made responsible each month for the morning exercises of that month.

AWAKING SCHOOL SPIRIT

A transformation took place. Instead of dreading these days, the whole school, pupils, superintendent and teachers, began to look forward from Monday to Thursday, from Thursday to Monday. A school spirit was aroused. The singing became fine, the number of tardinesses was reduced and the order in the assembly room was all that could be desired. On special occasions the time was extended from the regular fifteen minutes to twenty-five or thirty. Nor was it time lost, for in school life it is certainly true that a *good* beginning (notwithstanding the old proverb) makes a good ending. If the right spirit is instilled in the opening exercises, interest aroused, enthusiasm awakened, the pupils will do better work because of it during the whole day.

The program committee each month tried to vary the exercises as much as possible. The programs were not discussed openly. Everything was kept as secret as it could be, and in this way the interest was sustained from time to time. Sometimes the morning exercises were given over to the grade teacher. She was asked to prepare her own program. Then again, a careful program was made out by the program committee, parts assigned and pupils drilled in their parts after school hours.

PROGRAMS FOR SPECIAL DAYS

On special occasions it was easy enough to get up the programs. There was, of course, a Longfellow Day — each program was announced the day before by an attractive poster gotten up by various pupils, and hung in a conspicuous place in the front hall. There were mornings with Our Quaker Poet, At Home with Bryant, In Honor of George Washington, Easter in Different Countries. At the last-mentioned exercise pupils dressed in the costumes of the various countries stood on the platform and told how Easter is celebrated in Germany, Rome, the Tyrol, among the Moravians, at the White House, etc.

A PATRIOTIC EXERCISE

In addition to the Washington Birthday celebration, a Patriotic Exercise was given. The na-

tional hymn was sung; there was a flag drill by one of the grades, and patriotic selections were given by all the grades. The Story of Our Flag was another patriotic celebration. At this time there were short talks, limited to one minute each, by five high school boys on —

- (a) Early Days in W—.
- (b) Some Old Houses.
- (c) Quaint Customs of Long Ago.
- (d) Visit of George Washington to Our Town.
- (e) War Time. (Two girls sang an old song that was popular in their grandmothers' day and another girl recited a poem written by a talented townswoman.)

FOR AUDL LANG SYNE

At Thanksgiving time there was given a glimpse of "Ye Olde Field School." The platform was turned into a veritable country schoolroom, and the boys and girls were quaintly dressed in old-time costumes. The big key hung by the door that one might be excused if he wished and the bucket and gourd were in convenient reach of all. The scholars studied out loud and the master threw ferules and whipped to his heart's content. The classes were called up as in the old field school and the spelling lesson continued in the quaint old way.

"For Auld Lang Syne" was another old-time celebration. There was a Colonial drill, the boys and girls dressed as Pilgrims, the boys carrying guns, the girls books to represent Bibles; a recitation, "When Grandma Danced the Minuet," and a quaint old song by four high school girls.

But the little children had to be interested as well as the older ones. One morning was given over to the primaries. The little children gave the Scripture selection, sang their motion songs, repeated their little poems. Then there was a morning when each grade in the school responded to the roll-call of the grades by a Scripture selection, a song, or a recitation.

WITH PLANTS AND BIRDS

In the early spring interest was aroused in nature study by "A Quarter of an Hour with the Birds and Plants." The blackboards and the rostrum were adorned with colored drawings of birds and flowers and the vases on desk and table filled with wild flowers brought in by the children. Nature poems were recited by the different grades, songs appropriate to the season were sung, and an interesting talk given by one of the teachers who was an enthusiastic bird-lover.

One gloomy, rainy day the school was given a surprise. Ten pupils, big and little, got up the surprise. Not even the program committee knew what it was to be. One girl recited, two played a brilliant piano duet, another one read an original story and a fifth sang. Two of the boys put up a trapeze and performed on it, one sang a comic song, two, in a bright, interesting way, gave the news of the day.

Near Memorial Day there was a morning given over to War Times. A number of war relics, such as old caps, guns, knapsacks, flags, were exhibited by various pupils and something was told of their history. Such songs as "We're Tenting To-night" were sung, and patriotic quotations given.

Folk Lore and Folk Dances in School

By CAROLINE CRAWFORD, Teachers College, Columbia University, New York

German "Hopser"

(Specially arranged to be danced in the schoolroom, between the rows of desks)

Many of the dances which were originally played on the village green may be arranged for the schoolroom without serious loss either to their meaning or charm. For the important thing is to understand and express the mood and character of the dance, rather than to keep any particular position upon the floor. The circle formation is the most natural when the dance represents the unified thought of a company of actors, but if the teacher realizes that the social expression is the desired end, it is not important whether the players form one large circle or dance in smaller groups.

The following dance is arranged for several lines of players:

The dance is bounding with gay, buoyant life. It is as fine a frolic as a skating party and quite as full of vivacious movement.

PART ONE

The children form in the aisles, facing toward one side of the room. All in each line join hands. Slide four steps sideward toward the front of the room, then four steps back to place. (Measures 1-4.) Repeat (measures 5-8).

PART TWO

All face toward the front. The children in each line place the hands on the shoulders of the one in front. Slide forward four steps. Then with the arms akimbo hop on place four times. (Measure 1-4). Place hands on shoulders as above and slide backward four steps, then hop four times. (Measures 5-8.) Repeat.

PART THREE

Numbers one and two, three and four, etc., in each line turn and face each other. Clap the hands together, then clap partner's hands; strike the hands down on the thigh, then strike partner's hands. (Measures 9-12.) Repeat. (Measures 13-16.) ('Part Four' is described on page 10.)

Allegretto. (♩ = 112.)



Present Day History and Geography

Notes of the News of the World

King Edward and Queen Alexandra of Great Britain recently made a visit to the Czar and Czarina of Russia. Both of the sovereigns referred with satisfaction to the agreements recently made between the two countries. They expressed the hope that these would conduce to the settlement of other momentous questions, and promote the cause of peace in the world.

In order that he might have his time free in connection with the campaign for the presidency, Mr. Taft resigned his position in the Cabinet as Secretary of War. His place has been filled thru the appointment, by President Roosevelt, of Mr. Luke E. Wright, of Tennessee.

On June 21st, a second son was born to the Queen of Spain. As was to be expected, there was great rejoicing throughout the kingdom. King Alfonso was especially delighted, since the advent of a second possible heir to the throne renders the succession quite safe.

The Holland-American Steamship Line has just put into commission a beautiful new Atlantic liner, the "Rotterdam." In addition to being splendidly equipped throughout, and one of the largest boats in the world, she has the largest staterooms of any steamer afloat. People who have traveled in small, stuffy staterooms, will know what a blessing this means to the traveler.

The Highest Building

Everybody in and around New York is watching with interest the erection of the huge tower of the Metropolitan Insurance Building, owned by the Metropolitan Insurance Company. The tower, which will be forty-eight stories when completed, is the highest building of any kind in the United States, surpassing even the Washington Monument. It has a large clock with a face on each of its four sides. The face of the clock is nearly three stories high.

The Metropolitan Building, of which the tower occupies one corner, covers an entire city block. It is built of a white marble which was taken from a quarry at Scarsdale, a small town some fifteen to twenty miles from New York. It is an interesting fact that with the completion of this building, the Scarsdale quarry will have to be closed. The stone is all used up. The quarry has been in existence for nobody knows how many years. It has been used, however, so long that the grandchildren of the men who first made quarrying in this white stone their life work, are the ones who will have to move from Scarsdale and find work at quarrying elsewhere, because of the exhaustion of these quarries.

The Colgate Clock

Speaking of clocks, there is a new clock to be seen from New York which even surpasses in size the one to be placed in the Metropolitan tower. It is called the Colgate clock; it stands on top of the building of the Colgate perfume and soap manufactory in Jersey City. The large hand of

this clock is thirty-one feet long. It took a dozen men to carry it.

A clock abroad known as "Big Ben" has for years held prestige as the largest clock in the world, but even "Big Ben" must take second place to the Colgate clock, for we now have in this country the largest time-piece in the world.

A Sixty-two Story Building

When the Singer building was built in New York last year it seemed as if the limit of high buildings had been reached. Its tower is forty-two stories high. The Metropolitan surpassed that with its forty-eight story tower, and now rumor has it that plans are being made for another building in New York to be sixty-two stories high. This will be constructed by the Equitable Life Insurance Company of New York.

Race Track Gambling

The race track gambling bill, over which New York State was so much excited last spring, has been passed. The successful issue of the campaign against gambling on the race tracks was due in a way to the heroism of Senator Foelker of Brooklyn, who risked his life to go to Albany and cast his vote in favor of the measure. Senator Foelker had been seriously ill, and his physician and wife pleaded with him not to risk the trip. But he did so and the bills were passed by the Senate by a vote of twenty-six to twenty-five.

As a result of the passage of this bill, race track gambling has been made a felony in New York State and is punishable by a year's imprisonment.

Quebec Tercentenary

Three centuries ago, on the 6th of July, 1608, Samuel de Champlain began to build a block-house on the heights of Quebec. This was the foundation of the city which still bears the name, and the quaint old city celebrated the event this summer. Beginning with July 20th and continuing for five or six days, there was a splendid pageant which recalled the three centuries of Canadian history.

The historical battle on the Plains of Abraham was reproduced. The British empire was represented by the Prince of Wales and the secretary of state for the colonies. The fleets of three nations, Great Britain, France and the United States were in the harbor and took part in the celebration.

The White House Conference

A most interesting conference of the governors of the various states, with President Roosevelt, was held in the White House at Washington during the three days beginning May 13. The purpose of the conference was to arrange plans for the conservation of the natural resources of the country.

Mr. Carnegie and Mr. J. J. Hill made addresses, and distinguished experts discussed forest resources, supplies of ore, mineral and natural gas, protection and improvement of rivers for naviga-

tion, for development of water power, and for prevention of damage through erosion and overflow. Irrigation, swamp drainage, and numerous other problems were discussed.

The conference was considered by all present a great success, and it is hoped that similar conferences will become an established institution.

The Fleet

On the 6th of May the fleet of United States battleships, consisting of forty-three ships, sailed into San Francisco Bay. Two days later occurred the great review. All the warships were viewed by Secretary of the Navy Metcalf, and San Francisco and the Pacific coast paid the highest honors to ships and sailors. It was the most impressive naval review ever held in this country.

Admiral Evans, who had asked to be retired from service, took no active part, but wherever he appeared the spectators made it evident that he was as much a hero as ever. The fleet is now under command of Rear-Admiral Sperry.

From San Francisco the fleet sailed for Seattle and Puget Sound. It returned to San Francisco late in June. On July 6th the ships sailed for Honolulu. They were scheduled to be due at Auckland, New Zealand, on August 9th; at Sydney, on August 20th; at Melbourne on August 29th; Manila, October 1st, and Yokohama, October 17th.

It is expected that the ships will have covered more than 42,000 miles when they reach Hampton Roads once more, next February.

The Automobile Race

The automobile race was getting exciting about the first of July. The Italian newspaper man who traveled in the Zust car telegraphed to London on that day that the car had reached Chita. Thence it continued on its way to Verkhnieoudinsk and Irkutsk. He said that the crew of his car were still hopeful of overtaking the other competitors in the race. The American Thomas car was at that time only nine days ahead.

The Protos car was expected at Omsk on the same day, twenty-four hours behind the Thomas. It took the Thomas car thirteen days from Chita to reach Omsk.

Liquor Traffic Regulation in Switzerland

There is a general and widespread agitation for greater restriction of the liquor traffic. Consul R. E. Mansfield, of Lucerne, gives the following facts regarding the laws in force in the Swiss Republic:

"In Switzerland the laws governing the sale of intoxicants are cantonal, each canton legislating on the subject in a way that is considered best for the locality. The general plan is to limit the number of saloons or bars in proportion to the population. The average is one saloon for about five hundred inhabitants, altho in some towns and cities the proportion is one for each two hundred, while in the rural districts the basis is not infrequently as high as one per thousand.

"In the canton of Lucerne the rate for license is comparatively high. Saloons are classified, the privilege of operating a bar in a first-class hotel costing much more than for a small restaurant or beer hall. Here the minimum price for license to sell intoxicants at retail is 200 francs, equal to about \$40 a year, and the maximum for large, first-class hotels 6,000 francs, equivalent to about \$1,200 per year.

"Each municipality or community decides the number of saloons to be licensed, based upon the number of inhabitants, and when the number prescribed has been reached no influence, political or financial, can secure an additional privilege.

"The hour for closing is generally 12 o'clock at night, and as a rule it is strictly observed, any violation of the law resulting in a forfeit of the license. Any special privileges desired by the holder of a liquor license must be applied for to the proper authorities, and, if granted, they must be paid for in addition to the regular annual fee. All license fees in Switzerland must be paid one year in advance, and any neglect on the part of the holder to comply with this requirement results in a forfeit of the privilege.

"There are no technicalities of the law governing the traffic whereby the holder of a license can avoid a strict compliance with its requirements. The limited number of licenses issued also encourages the strict observance of the law, as a bar privilege is considered valuable because of the fact that when the maximum number allotted to a community has been issued, it is impossible to secure an additional privilege until one is surrendered or forfeited.

"All the revenues received for liquor license are expended upon public schools and the improvement of roads in the canton where the privilege is granted. Three-fourths of the money thus collected is apportioned for educational purposes and the remainder for public highways.

"The drinking of alcoholic beverages is general, but not excessive, among Swiss men, tho not common among the women. There is little drunkenness in the country, especially in German Switzerland, where the beverages most commonly consumed are beer, light wines, and cider.

Death of Ex-President Cleveland

Ex-President Grover Cleveland died at his home in Princeton, N. J., on the 24th day of June. For years he had suffered severe attacks of indigestion and he had had a long standing disease of the heart and kidneys. Mrs. Cleveland was with him at the time of his death, but his four children were at the summer home of the family in Tama-
worth, N. H.

President Roosevelt ordered the flags of the White House and the departmental buildings to be displayed at half-mast for thirty days, and directed that suitable military and naval honors be shown on the day of the funeral.

Thousands of messages of sympathy were received by Mrs. Cleveland, from all parts of the world. The funeral in the afternoon of June 26th was a very simple one. There was no military display, no ceremony, no eulogy. Dr. Henry Van Dyke read Wordsworth's poem, "The Character of the Happy Warrior." "Such a man was our friend," he added as he closed the reading. Among those present at the funeral were President Roosevelt, Governors Hughes, Fort and Hoke Smith, Chief Justice Fuller, and eight of the surviving members of Mr. Cleveland's Cabinets.

At all American embassies and legations the flag was at half-mast and at all military and naval stations salutes were fired. On the flagships guns were fired every half hour during the day, with a salute of forty-five guns at sunset.

The President of Brazil ordered his flag half-masted throughout the country and had naval salutes fired. He also directed that three wreaths be sent to Princeton, one for the Brazilian nation, one for her Minister of Foreign Affairs, and one for the ambassador to this country.

Mr. Cleveland died beloved and honored throughout the country. Vice-President Fairbanks spoke of him as "The very best type of public servant and private citizen, whose influence was always for good." Speaker Cannon called him, "One of the greatest of our presidents." Secretary Straus said that he was "One of the great fathers of the republic. A mighty giant of political righteousness."

In his proclamation at the time of the death, President Roosevelt said:

In his death the nation has been deprived of one of its greatest citizens. By profession a lawyer, his chief services to his country were rendered during a long, varied and honorable career in public life. As Mayor of his city, as Governor of his State, and twice as President, he showed signal power as an administrator, coupled with entire devotion to the country's good and a courage that quailed before no hostility when once he was convinced where his duty lay. Since his retirement from the Presidency, he has continued well and faithfully to serve his countrymen by the simplicity, dignity and uprightness of his private life.

Governor Hughes spoke of him as follows:

He personified civic virtue and exalted the ideal of public office as a public trust. Firm, resolute, incorruptible, unswayed by flattery and unshaken by fear, just and tenacious by conviction, he enriched the nation with a noble example of strength and fidelity.

Stephen Grover Cleveland was born in Caldwell, N. J., March 18, 1837. His father was a Presbyterian minister. His mother was of Irish and Quaker parentage. While the boy was still preparing for college, the death of his father put an end to his prospects for education and he was compelled to look for a means of support for himself and the rest of his father's family. He taught for a year in a New York institution for the blind. The next year he started out for the West to seek his fortune. On his way to Cleveland, O., he stopped to spend a few days with an uncle in Buffalo. He assisted in getting out Allen's American Herd Book and received in return aid in securing a position with a law firm in Buffalo. He was admitted to the bar in 1859 and was managing clerk of the firm of Rogers, Bowen & Rogers, until 1862, when he was appointed assistant district attorney of Erie County.

By 1869 he was a member of the firm of Lanning, Cleveland & Folsom, and he soon had a good practice. In 1870 he was appointed sheriff of Erie County. In 1881 he was nominated mayor of Buffalo and was elected by the largest majority that city ever gave a candidate. The following year the Democratic State convention nominated him for governor of New York. He was elected by a large majority and he served one term as governor. It made no difference what the legislature voted, Governor Cleveland vetoed the measure if he thought it involved a needless expenditure of money. It became known all over the country that New York had a governor who was absolutely fearless. In five weeks he vetoed eight important bills.

In 1884 the Democrats nominated him for president in spite of the protests of Tammany Hall. He was elected and inaugurated President on March 4th, 1885. During his term as president he was married to Frances Folsom, the daughter of his former law partner. Mrs. Cleveland was the youngest mistress the White House ever had with the exception of Dolly Madison. Mr. Cleveland was nominated again in 1888 but was defeated by Harrison. In 1892 he was nominated again to defeat Harrison and was elected to the second term.

When he left the White House in 1897, Cleveland retired to a quiet life at Princeton, N. J., where he lived until his death. He leaves a widow and four children. Ruth, his eldest daughter, died several years ago.

Death of Uncle Remus

Joel Chandler Harris, better known to the boys and girls of America as "Uncle Remus," died on the evening of July 3d. The Uncle Remus stories are known and loved by young and old the country over.

Joel Chandler Harris was born in Eatonton, Ga., December 9, 1848. He was a precocious child and before reaching his sixth birthday had read "The Vicar of Wakefield," and from that masterpiece he obtained his desire to write. He soon began to try his hand at writing. In 1862, after he had finished the course of study at the Eatonton Academy, he was attracted by an advertisement in the *Countryman* calling for an apprentice to learn the printing business. A few days later he was installed in the office of this paper. While a compositor on the *Countryman* the young man contributed to the columns of the paper, leaving no trace of the authorship. The editor soon learned, however, where the bright bits of humor were coming from, and determined to aid the boy by lending him books from his library.

After the close of the Civil War Mr. Harris became connected with the *Morning News* of Savannah. In 1876 he moved to Atlanta where he became connected with the *Constitution*. It was there that he wrote his songs and sayings of Uncle Remus.

He was married to Miss Essie La Rose in 1873.

Last November when on a visit to Washington, Mr. Harris was entertained at the White House. During dinner President Roosevelt is said to have insisted that the possum does not play the guitar and to say that he does was to impose on the credulity of children.

"I know he do," retorted Uncle Remus.

"How do you know, Mr. Harris?" asked the President.

"Brer 'Possum done tolle me so," replied Uncle Remus.

"At any rate," the President is said to have replied, "I am familiar with bears, and I know for a fact that the grizzly does not lure its prey by singing coon songs."

"Brer B'ar done got a mighty fine voice," was Mr. Harris' only reply.

Mr. Harris died of cirrhosis of the liver. His irrepressible humor and his indomitable good spirits never left him until he became unconscious twelve hours before his death. He is survived by a wife and six children.

The German "Hopser"

(Continued from page 7)

PART FOUR

The partners join hands. The odd numbers slide four steps backward, the even numbers four steps forward, then disengage hands and turn around once, hopping four times. (Measures 9-12.) The even numbers slide backward and the odd numbers forward, then disengage hands and turn around once, hopping four times. (Measures 13-16.) Repeat.

During the last movement the dancers clap hands while turning.

“Pieces to Speak”

[GRADES V TO VIII]

By MAUD ELMA KINGSLEY, Maine.

In all village schools, the custom of “speaking pieces” is a firmly established one; and the effect of such an exercise cannot be over-estimated, since it is here that the pupil makes his first intimate acquaintance with the world of literature. The value and lasting profit of these rhetoricals must depend, then, upon the character of the selections chosen by the pupils who participate in the exercises. These selections are painstakingly committed to memory; they are repeated again and again; and lines from them stay with the child his whole life thru and become a part of that “general information” which is so earnestly sought after. Hence, it behooves the instructor to see to it that every “piece” learned by the young student shall be that which it were good to know,—neither sentimental nor morbid nor vulgarly funny.

Since it is generally inadvisable to leave the choice of a selection to the pupil, it is necessary that the instructor have at hand a list of recitations and declamations. Such a list we give below—a list composed of selections from standard authors, all easily accessible, and appropriate for any occasion not only as regards sentiment, but as regards length and simplicity of style. The titles in this list are suitable for grammar school and high school pupils. Those especially for boys are indicated by asterisks; those appropriate only for students in the last year of the high school are designated thus (*).

A. SIMPLE RECITATIONS WHICH DEMAND NO ELOCUTIONARY ABILITY

I. POETRY

- 1. The Walrus and the Carpenter
(From “Through the Looking Glass”)
- * 2. Horatius
(From Stanza 57 to the end of the ballad)
- * 3. Sunset on the Border
(From “Marmion,” Canto i, stanza 1-6)
- 4. Over the Mountains High
- 5. The Lighthouse
- 6. The Future¹
- * 7. The Cumberland
- 8. The Sea-Gull
- 9. Dickens in Camp
- 10. Terminus¹
- 11. The First Snowfall
- 12. The Barefoot Boy
- *13. The Circus’ Day Parade
- 14. Each and All
- 15. A Musical Instrument
- 16. Ride from Ghent to Aix¹
- *17. Battle of Waterloo¹
- *18. Little Breeches
- 19. The Chambered Nautilus
- *20. The Baron’s Last Banquet
- 21. The Town of Hay
- 22. Thanksgiving in Boston Harbor
- 23. The Well of St. Keyne
- 24. The Romance of the Swan’s Nest
- 25. The Glove and the Lions¹
- 26. The Cloud¹
- 27. Planting of the Apple Tree
- *28. The Battle of Beal an’ Duine
(From “Lady of the Lake,” Canto vi.)
- 29. Battle of Blenheim
- 30. The Exile of Erin
- *31. The Song of Marion’s Men
- 32. Inchcape Rock

II. PROSE

- * 1. Ancient Error
(From the “Autocrat,” chap. 5.)

Did you never in walking . . . under it)	Holmes
* 2. Auld Licht Idylls (From chap. 3. Tammas and Hendry Munn . . . proposed him)	Barrie
* 3. The Algonquin Indians (From “The Winning of the West,” Part I., chap. 4. The Wyandots and the Algonquins tigers of the human race Roosevelt	
* 4. Emmet’s Vindication (From Let no man dare . . . to the end)	
* 5. Webster’s Address at the Laying of the Corner Stone of Bunker Hill Monument)	
6. The Hand Organ (From “House of the Seven Gables,” chap. 11. But anything that appealed to the sense of beauty . . . moral of the show)	Hawthorne
* 7. Jean Valjean ¹ (From “Les Misérables,” Part I. I am going to give you this straight . . . any of us)	Hugo
8. Rebecca Mary Goes to School (From “Rebecca Mary,” chap. 9. That night Aunt Olivia told Rebecca Mary . . . now was the time)	Mrs. Donnell
9. How the Camel Got His Hump (From “Just-So Stories”)	Kipling
10. Nolan’s Lesson in Patriotism ¹ (From “Man Without a Country.” But he could not stand it long . . . hold of her today)	Hale
11. A Christmas Present for a Lady (From When the waste-paper basket . . . to the end)	Kelley
*12. Conclusion of Webster’s Oration at Plymouth (From The hours of this day . . . to the end)	
*13. Welcome to Lafayette (From Welcome, friend of our fathers . . . to the end)	Everett
*14. Westminster Abbey (From “The Sketch Book.” Last beams of day . . . to the end)	Irving
15. The Death of the Dauphin	Daudet
*16. Chingachgook’s Story (From “Last of the Mohicans,” chap. 3. We came from this place . . . is the last of the Mohicans”)	Cooper
*17. Give Me Liberty or Give Me Death	Henry
*18. Ichabod on his Way to the Quilting Bee (From “Legend of Sleepy Hollow.” The gallant Ichabod . . . daylight)	Irving
19. A Fine Autumnal Day (From “Legend of Sleepy Hollow.” It was as I have said . . . in the air)	Beecher
*20. The Honored Dead	
*21. Blaine’s Eulogy of President Garfield (From Great in life . . . to the end)	Grady
*22. Lincoln’s Gettysburg Address	Mark Twain
*23. The New South (From This message, Mr. President . . . to the end)	
*24. The Man Who Put Up at Gadsbys (From “A Tramp Abroad,” chap. 22)	Mrs. Wiggin
25. Mr. Aladdin (From “Rebecca of Sunnybrook Farm,” chap. 14. Rebecca walked up the lane . . . we are sold out)	

(To be continued next month)

Memory Gems for Grammar Grades

Holmes

The best part of our knowledge is that which teaches us where knowledge leaves off and ignorance begins.

We count the broken lyres that rest
Where the sweet wailing singers slumber,
But o'er their silent sister's breast
The wild flowers, who will stoop to number?

A few can touch the magic string,
And noisy fame is proud to win them;
Alas for those that never sing,
But die with all their music in them.

—THE VOICELESS.

Once more; speak clearly if you speak at all;
Carve every word before you let it fall;
Don't, like a lecturer or dramatic star,
Try overhard to roll the British R;
Do put your accents in the proper spot:
Don't, let me beg you, don't say "How?" for
"What?"
And, when you stick on conversation's burrs,
Don't strew your pathway with those dreadful *urs.*

—A RHYMED LESSON.

Every person's feelings have a front door and a side door by which they may be entered. The front door is on the street . . . The side door opens at once into the sacred chambers . . . Be very careful to whom you give a side-door key.

"Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length are free,
Leaving thine outgrown shell by life's unresting sea."

—THE CHAMBERED NAUTILUS.

By every hill whose stately pines
Wave their dark arms above,
The home where some fair being shines,
To warm the wilds with love,

From barest rock to bleakest shore
Where farthest sail unfurls,
That stars and stripes are streaming o'er—
God bless our Yankee girls!

"Talk about subjects you have had long in your mind, and listen to what others say about subjects you have studied but recently. Knowledge and timber shouldn't be much used till they are seasoned."

"A thought is often original, tho' you have uttered it a hundred times. It has come to you over a new route, by a new and express train of association."

"Beware of rash criticisms; the rough and stringent fruit that you condemn may be an autumn or a winter pear, and that which you have picked up beneath the same bough in August may have been only its worm-eaten windfall."

"Truth is tough. It will not break, like a bubble at a touch; nay, you may kick it about all day,

like a football, and it will be round and full at evening."

I find the great thing in this world is not so much where we stand as in what direction we are moving.

Tennyson

BUGLE SONG

The splendor falls on castle walls,
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes flying!
Blow, bugle; answer, echoes, dying, dying,
dying.

Oh, hark! Oh, hear! How thin and clear,
And thinner, clearer, farther going!
Oh, sweet and far, from cliff and scar
The horns of elfland faintly blowing!
Blow, let us hear the purple glens replying!
Blow, bugle; answer, echoes, dying, dying,
dying.

O love, they die in yon rich sky,
They faint on hill or field or river;
Our echoes roll from soul to soul,
And grow forever and forever.
Blow, bugle, blow, set the wild echoes flying,
And answer, echoes, answer, dying, dying,
dying.

—THE PRINCESS.

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.

—AENONE.

I chatter over stormy ways,
In little sharps and trebles;
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

—THE BROOK.

Not in vain the distance beckons, forward, forward, let us range.
Let the great world spin forever down the ringing grooves of change.
Till the war-drum throbs no longer, and the battle flags are furled
In the parliament of men, the federation of the world.

—LOCKSLEY HALL.

Ring out old shapes of foul disease,
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

—IN MEMORIAM.

Recreational Reading for the Schoolroom

[GRADES V TO VIII]

By HARRIET E. PEET, State Normal, Salem, Mass.

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- "Robin Hood," Howard Pyle.
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- "A Book of Famous Verse," Agnes Repplier.
- "Golden Numbers," Kate Douglas Wiggin and Nora Smith.
- "Poems Every Child Should Know," Mary E. Burt.

The story hour should be one mainly for recreation, but it, nevertheless, offers rich opportunities for the moral and intellectual regeneration of the children. Thru it we should expect not only to relieve the tedium of commonplace surroundings by carrying the children into the half-dream worlds of knights and ladies or such merry ones as that of Brer Rabbit, but we should hope to give them glimpses of those great truths, that altho they are illusive to grasp, are fundamental in character-building. The children should gain thru the story hour a broad-minded, sympathetic view of life, one in which they perceive, as they cannot in their surroundings, the inevitable laws of cause and effect in every aspect of life.

The story hour is not only valuable in its direct influence upon the children, but in its indirect one. The books read to a class in school are, according to the testimony of teachers and librarians, the ones that the children read at home. The story hour is, in fact, our means of saving our children from the low morality of the penny-dreadful and the mawkish sentimentality of some of the "best sellers," and giving them a healthy, well-balanced, sane outlook upon life.

Since the hour, with all its delights, carries with it responsibilities, the selection of books must be seriously considered. The taste of the children must be something of a guide, but not the only one. We must attempt to raise the standard of the pupils by making the better books attractive to them. Children like books with a great deal of conversation in them, as will be observed in the opinions printed below, and without long descriptions. It follows, therefore, if we desire to interest the children in good books we must adapt them to the pupils by omitting the long descriptions. The best method to use is the "say and sing" method, that is to partly tell, and partly read, the stories.

The following opinions were the typical ones taken from a collection of three hundred compositions written by children in a grammar school.

The first group contains the opinions expressed by girls; the second, those by boys:

I.

HOW THE GIRLS JUDGED

1. My favorite books are stories that have much conversation in them, such as the story of "Heidi." I also like sad stories and comic ones.

2. I like a book where the hero or heroine is usually a child. I like all the characters of children to be full of mischief.

I do not like any books of a romantic style. I do not like, well, the best word for it is, "a goodie good." Two books I dislike for the latter reason are "Elsie Dinsmore" and "Wide, Wide World." Nevertheless, there are exceptions.

3. I like to read books about school life, and books that have not too much description in them, but contain instead nice conversation.

4. I do not like books of wars and historical events, because I think them too tiresome. Some books that I have read and enjoyed are:

"Mrs. Wiggs of the Cabbage Patch," Alice Hegan Rice.

"Lovey Mary," Alice Hegan Rice.

"Miss Billy."

"Hans Brinker," Mary Mapes Dodge.

"Rebecca of Sunnybrook Farm," Kate Douglas Wiggin.

"The Lamplighter," Cummings.

5. I like a book which is interesting and when it keeps you waiting for a certain exciting point. I like some description of scenery in it, but not very much, so that one gets tired of it. I like developing characters in a book, more so than stationary characters.

I have read "Rebecca of Sunny Brook Farm," "Jewel," "The Right Princess," "Helen Keller" and "David Copperfield," "Little Women," "Lady Jane," "The Five Little Peppers," and "Hope Benham."

6. I like sad and comic books and books with a little of each. I do not like books with long chapters of description, like some of Dickens'.

7. I like to read books about girls who are industrious, and love their sisters always and try to help them. Such books as "The Old-fashioned Girl," "Little Women," "Under the Lilacs," "Rebecca of Sunny Brook Farm," and "Emmy Lou." I don't care very much for Alger's books, because they are all alike.

"Little Women" is very interesting; there are four girls, Meg, Jo, Beth, and Amy. They are all very generous, especially Beth.

8. The kind of books I like best are books about boarding-school life. The reason I like them is that when you are thru with them you always think that you have been there, too, and it seems that you have taken part in the pranks and games yourself, along with the others.

I think that nearly every girl who reads one of these books is anxious to go to a school like the one that has been described, and meet the same kind of people.

The kind of school I have in mind is the school in "Caps and Capers," or the one in "Little Colonel's Christmas Vacation."

In "Caps and Capers" there are no rules, for the principal and teachers think that the girls ought to know what is right.

In "The Little Colonel's Christmas Vacation," the school that is described is one of high rank; in the garden where the girls walk there are peacocks strutting about.

9. I like books that have thrilling adventures in them, the kind that make your blood run cold, a funny part, a sad part, a good conclusion and a great deal of conversation.

10. The kind of books I like are humorous books, but with some plan in them. I also like books with a great deal of conversation, but I do not mind a few descriptions if they are interesting.

II.

THE OPINIONS OF BOYS

1. I like thrilling or exciting stories, such as stories relating to war, for they not alone furnish a thrilling story but also relate history in a story form. I also like stories in which some one starts out but a poor lad and after hard labor he reaches the point of his ambition. I also like books of autobiography of a person or of animals.

Some books I like are: "Abraham Lincoln," "From Canal Boy to President, or Boyhood of Garfield," both by Alger; "Between Boer and Briton," "On to Pekin or Old Glory in China," "With Boone on the Frontier," "Mexican War Series," "The Minute Boy Series," "Old Glory Series," by Edward Stratemeyer; "Redjacket, the Last of Senecas," and "Young Goldseekers of the Klondike," by E. S. Ellis.

2. I like thrilling stories, not like novels, but animal stories, where the animal is cute and is nearly caught, but escapes. I like to read, or hear tales told. I do not read very much, but what I read I like.

Some of my favorite stories are:

Ernest Thompson Seton's book on "Wild Animals I Have Known," "Tom Sawyer," "Around the World in Eighty Days," "King Arthur's Knights."

3. My favorite books are "The First Jungle Book," "The Second Jungle Book"; these are by Kipling; "Wahle," "The Call of the Wild," "Animals I Have Known"; these are by Thompson Seton; "Tom Sawyer," by Mark Twain. If authors want their books to be liked by the public, I think there ought to be a great many different exciting adventures. All the books I have mentioned are full of adventures, which are exceedingly interesting. There are books which go to extremes, such as Alger's books, altho they are interesting; they are not high-class literature. All the books I have mentioned heretofore as my favorites are by fine authors, and are full of good material.

4. I like books full of adventure, with a touch of description here or there, uninhabited islands and wild and uncivilized men. The books that I like are: "The Call of the Wild," by Jack London, a story of the Klondike gold mines; "Treasure Island," by Robert Louis Stevenson; "Tom Sawyer"; "Ivanhoe," by Scott; "The Biography of a Grizzly," "Monarch, the Big Bear," "Lives of the Hunted," by Ernest Thompson Seton; "The Man without a Country"; "The Crisis"; and "Uncle Tom's Cabin," by Stowe.

5. I am interested in Indian stories, and wild life in the West in early times, such as the Rocky Mountain Series, written by Harry Castleman.

I like this because it describes how they live in the Golden West; it tells of hunting adventures, and how the trusty gun has saved the lives of many people. It also tells how many have made their fortune in mining, while others are cowboys who roam over large tracts of land and live in the saddle while caring for the herds of cattle.

6. I like to read war stories or thrilling and exciting stories, which, if read before bedtime, will make one so interested that he or she cannot stop reading.

I like stories which give the biography of men who have become famous, and of dumb animals. This kind of stories teach us how we should be.

Some of the books I like are: "Life of Abraham Lincoln," by Henry Ketcham; "With the Swamp Fox," by James Otis; "Black Beauty," by Anna Sewall; "Beautiful Joe," by Marshall Saunders; and "The Green Mountain Boys."

Interest in a story is often best awakened by a talk about the leading character so that the children are curious about what happens to him. Sometimes if the story is difficult to understand it is well also to tell the beginning of the story before reading any of it, and if the setting is strange to picture it for the children.

So many stories contain parts either inappropriate for children, or uninteresting to them, that it is well to look thru a book carefully before reading it. The most dramatic parts should be marked for reading; the rest of the story told.

If, for example, we were reading Thompson Seton's "Biography of a Grizzly," we would want to read the first eleven pages where it tells of Mother Grizzly and her four woolly-coated cubs.

"Their mother turned over each log and flat stone they came to, and the moment it was lifted they all rushed under it like a lot of little pigs to lick up the ants and grubs there hidden.

"It never once occurred to them that Mammy's strength might fail sometime, and let the rock drop just as they got under it. . . . No, no; that arm could never fail. So they hustled and tumbled one another at each fresh log in their haste to be first, and squealed little squeals, and growled little growls, as if each was a pig, a pup and a kitten all rolled into one."

You will want to tell the next part, the one containing the shooting, so as to make it less terrible, reading only the part where Wahb, the one cub that escapes, "snuffles" himself to sleep.

This method of treatment has not only the advantage of interesting a large group of children in what they would not otherwise be interested in, but is most economical of time. With this manner of treatment several books can be read during the time ordinarily given to one. It means giving the children a wider outlook into the field of books from which to choose. It has a further advantage. It enables us to use books which otherwise would be unavailable. Take, for example, "Helen's Babies." The children like the book because it tells of the mischievous doings of two little children. Such a liking is natural and good. But the book contains, besides this, a bachelor's sentimental dreams, which are, of course, unsuited for the thoughts of childhood, and should be omitted.

Another thing which aids materially toward the success of the story hour is the adaptation of the vocabulary of the book to the child's comprehension. We should get the children used to new words, but they need explanation. It is well to supplement an unfamiliar word by following it with an explanatory one.

The influence which the stories have upon the children will be in direct proportion to the amount of emotion which the books arouse in them. We do something for the children when we enable them to distinguish between the good and the bad, but we do more, if thru the stories we make them love the good and hate the evil. If we point a moral to a tale we weaken its effect; if we awaken an emotion for the hero we have done that which will be effective in forming the child's character.

The things which will create emotion and bring its beneficent effect, are the teacher's own enthusiasm, her voice in reading, and, in the third place, discussion and reports from the children. The writing of book reviews may be taken as a classroom exercise in sixth grade and later be used for home work and be based upon home reading. The following papers illustrate the types of work which may be expected from the children when left to express themselves freely.

BOOK REVIEW—"FRECKLES"

"Freckles" is written by Gene S. Porter. The story, told very briefly, is that of a boy who is under the disadvantage of possessing only one hand. He goes to the Limberlost, a lumber camp in the north, where many of the trees were valued at a thousand dollars. These trees he is to guard, and guard them he does and nearly forfeits his life, too. The description of his first winter on guard is wonderfully realistic, and of his fears of the sounds around him. Only those who have ever been in anything like a forest can realize what it meant to this Irish boy who had been brought up in a Home for the Homeless, to go up to such a desolate spot, and there make his first true home and friends.

The climax of the story is reached when Freckles is bound to a tree, while half a dozen lumber thieves silently saw at those trees worth fortunes.

Finally word is brought to his employer, and all is well in the end. The last scene takes place in a hospital in Chicago, where he has been brought after having a giant oak fall upon him, in his attempt to rescue a young girl whom he finally weds.

This story shows the wonderful pluck and daring born in the blood of the inhabitants of the "Emerald Isle."

It is a very touching story for the reason that the question was ever with him as to who he was and what his name was. This he never had known, but could only remember "Freckles."

He is portrayed as possessing infinite courage and being alone, he was naturally fond of nature and grew close to it.

On the whole it is a fascinating story. It is certainly as thrilling a narrative as any one could wish.

FINALE

BOOK REVIEW OF "THE LITTLE COLONEL'S CHRISTMAS VACATION"

The book called "The Little Colonel's Christmas Vacation" is a very interesting book written by Annie Fellows Johnston. The principal character is Lloyd Sherman, or the Little Colonel, who is called so by her grandpapa, the Old Colonel. She is a very good and charitable person.

Lloyd went to boarding-school, and started in September with three other girls, and they had good times together. The school to which they went was called Warwick Hall. The girls who had gone the year before always gave a party to welcome the new girls, so that they got acquainted with each other very quickly. The girls studied very hard and by the time Christmas Vacation came they were kind of glad to get home. So a week before Christmas they went home. They gave many parties. After Christmas Vacation Lloyd was not permitted to go back to school, on account of ill-health, which made her very sorry.

On Lloyd's sixteenth birthday the story ends, and on which Lloyd received many presents.

ELsie BOOKS
LAURA E. RICHARDS

Some may admire the style in which the "Elsie Books" are written, but I, for one, do not. From the first books all thru the twenty-five or six books which belong to the set, there is almost nothing but history and religion. These two things are really instructive in themselves, but in a story-book I do not like to have them, especially when the same things are repeated over and over again, as in this case.

Another thing I dislike about these books is the way the characters are; for instance, no child could be as perfect as Elsie was, or could any child be as wicked and hateful as Arthur, Elsie's cousin, was. All, if good, have some bad traits, or vice versa.

It is impossible for a man to treat his one motherless child in the cruel way that Mr. Dinsmore did Elsie at first, and the change so suddenly wrought in him from the harsh, tyrannical parent to the fond, indulgent one is equally unnatural and impossible. The books were written by the author for nothing but the moral, and are very unreal to life.

A BOOK REVIEW

One of the books I have read lately is "Young Puritans in Captivity," by Mrs. Smith. It is the story of two little Puritan girls who were captured by Indians in the time of King Philip's War.

It shows how the Indians lived and how they forced the two little girls to eat the Indian mush, for they thought it would make them healthy.

One thing they would not or could not make the children do away with was the Bible.

At last their brother, who was also captured, came and got them. He had been staked to the ground, but had escaped and then all three went home to their happy parents.

In this book there are many morals. It shows how the two little girls trusted in God, for they prayed every night to get home.

BOOK REVIEW

The "Five Little Peppers" is a book by Margaret Sidney. It is about five poor struggling children and their mother, a widow. It shows how, by their kindness and generosity, they rise in the world and at last become the highest in their society.

As in all families there must be an ugly thorn which pricks the name of their home, Joel was the unfortunate one. But he was not hated or scorned; no, he was only pitied and soon rid of his fault, which was jealousy.

But nearly every home is blessed with a rose. Some say that Phonsie was the rose, but she, because she was the youngest, was always given her own way and so was spoiled. Therefore, I think Polly deserves all of the credit, for in her early history she helped her mother with the children and later was her constant companion.

A REVIEW

"Rebecca of Sunnybrook Farm" is one of Kate Douglas Wiggin's most interesting stories. The chief characters of the book are Rebecca, the heroine of the story, and her two aunts.

Her family being very poor, she was obliged to go and live with her aunts, one of whom was of a cross disposition. Rebecca had a very hard time at first; the sunlight seemed to have moved from her path of life, but she had the privilege to go to school, which she did not in her own home.

Her schooldays may be compared to the motto, "If at first you don't succeed, try, try, again"; she had many obstacles in her early schooldays, but her perseverance overcame every obstacle, and she became the brightest pupil in the school, honored and crowned with success. Her school-life can be used as a guiding star to all school-pupils.

HANS BRINKER—A REVIEW

The story entitled "Hans Brinker" is written by Mary Mapes Dodge. The principal characters are Hans and Gretel Brinker.

The Brinker family is a very poor one. The father is an idiot and does nothing but sit by the fire all day throwing peat into it, to see it blaze up.

All the children shun the Brinkers and call their home the Idiot's cottage, except two girls, named Hilda Van Gleck and Annie Bowman. These girls take a great interest in Gretel and are very kind to her.

After ten years of being an idiot, Hans' father is cured by the greatest doctor in Holland. When the father is cured many strange things that had worried Dame Brinker come to light. For instance, they find a great deal of money and the great doctor finds his unknown son.

Hans studies under the great doctor and finally becomes as great and famous as his teacher.

I think this story is very interesting. It shows the smooth character of Gretel and Hans, never heeding the many names called at them. And the patient character of Dame Brinker, working thru the many years with very little to live on, while her husband sat at the blazing fire like dead.

The Group System

How to Work It

By OLIVE M. JONES, Principal of Public School No. 120, New York City.

[The organization of the class into groups is not new. It is probably the best solution of the problem of judicious individualization. The extremes of individual instruction and undivided class work are avoided. The children are grouped so as to get the greatest amount of good individually without being deprived of the undeniable benefits of co-operating with other children. The group plan necessitates an abundance of devices for keeping busy the groups not under the immediate direction of the teacher. The proper utilization of the "self-reliant" desk work will yield to the children much valuable education. Miss Olive M. Jones has succeeded admirably in devising plans for the self-study periods of the various groups in the grades. Below are given suggestions especially suitable for Grades 5 and 6, in geography and history.—EDITOR.]

In response to the number of requests that have been received, special attention is given this month to busy work for use in connection with geography.

Geography

Exercise 1.

Aim and Value.—To teach the children the use of the text-book in geography. To give them training in discovering information for themselves from the printed page and to teach the facts.

Preparation and Method.—Copies of the following questions may be struck off on hectographed or mimeographed sheets and distributed to the group. While this one group is finding the answers to the questions given by using their text-books, the teacher will be employed in direct instruction to another group.

1.—Netherlands

1. Locate the Netherlands.
2. Describe the coast line.
3. What does Netherlands mean?
4. By what other name is this kingdom known?
5. By what was the country once covered?
6. How was the water kept out?
7. Describe the surface.
8. What are the means of transportation?
9. By what name are the people known?
10. For what are they noted?
11. What is their chief occupation?
12. What is their chief industry?
13. What do they raise?
14. Name exports.
15. Name the foreign possessions.
16. What products do these colonies export?
17. What is the capital?
18. What is the largest city?
19. Describe it.
20. In traveling from Amsterdam to Rome what bodies of water would you cross?
21. What countries border the Netherlands?
22. What river flows across the country?

2.—Belgium

1. Name the most thickly populated country of Europe.
2. Compare it with the New England States.

3. Describe the surface.
4. Chief occupation.
5. What products are raised?
6. Why is food imported?
7. Describe the soil in the south.
8. Leading industry?
9. For what is Belgium famous?
10. Whom do the people in the north resemble? Why?
11. In the south? Why?
12. What is the capital?
13. For what noted?
14. Name a seaport.
15. By what countries and sea is Belgium bordered?

Exercise 3.

Aim and Value.—The manual training involved in the pasting. The use of the text-book. Interest and association of ideas as aids in memorizing facts.

Preparation and Method.—Provide the child with a large sheet of oak tag and pictures of the flags of several different countries. Tell him to divide his oak tag sheet into as many spaces as he has flags and to paste a flag at the top of each space. He is then to open his geography and find the country to which each flag belongs, or the teacher supplies this information. On the sheet of oak tag he is to write the capital of each country under its flag; beneath that the name of one thing exported or imported; on a third line, some one noteworthy fact discovered about the country or its capital.

Exercise 4.

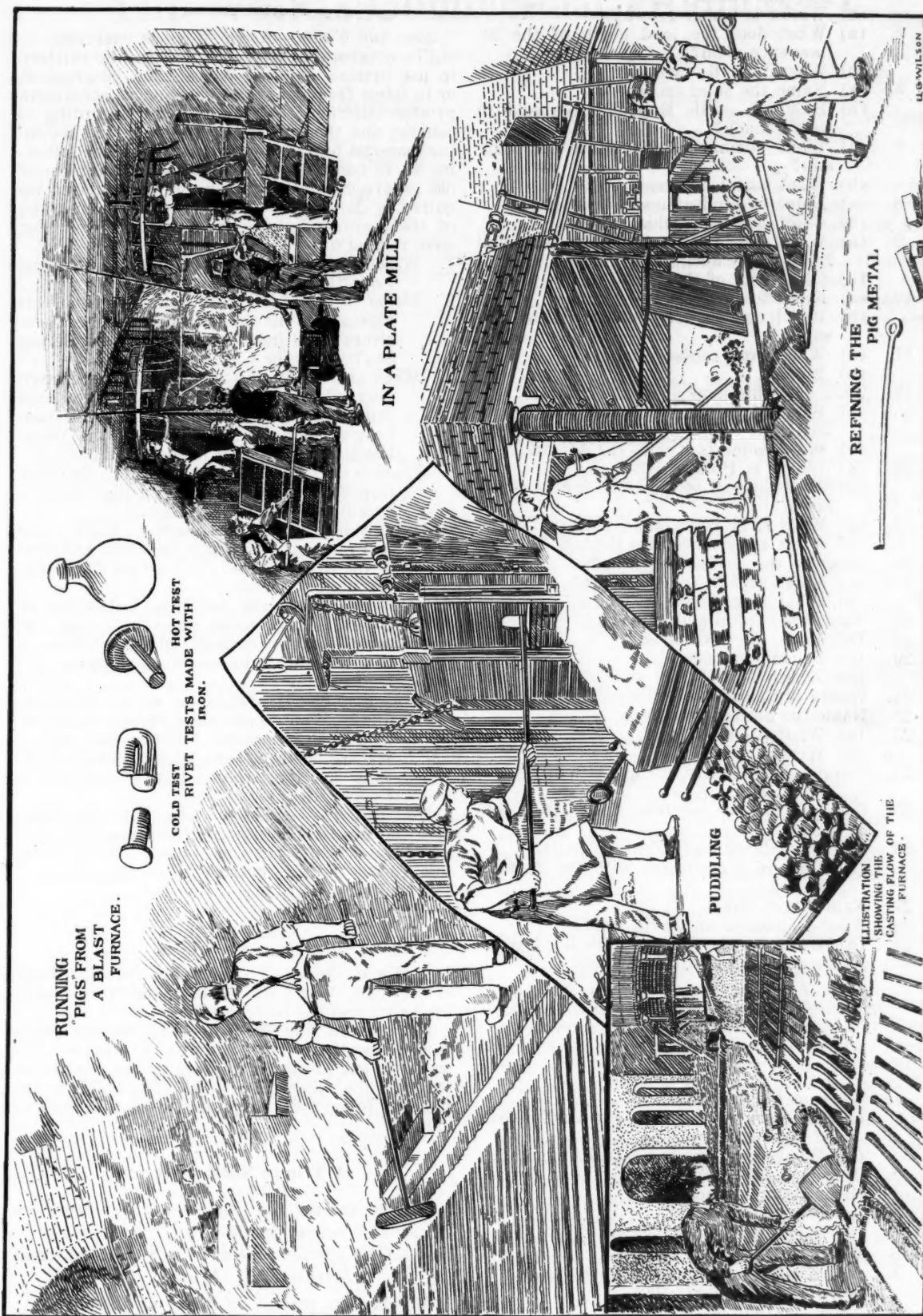
Mexico

1. Locate Mexico.
2. (a) What circle crosses it?
(b) What mountain peak in Mexico?
3. (a) What waters are east?
(b) What water west?
4. (a) Name a river between the U. S. and Mexico.
(b) What peninsula in the western part?
(a) In what cape does it end?
(b) What peninsula in the southeast?
5. Name the capital and chief seaport.
6. What land is southeast of Mexico?
7. Describe the surface of Mexico.
8. Name five exports.
10. What valuable product is obtained from the Gulf of California?

Exercise 5.

Canada

1. In which part of Canada do most of the people live? Why?
2. What people live in the north? How do they live?
(a) What section is inhabited by the Indian?
(b) What occupations does the Indian follow?



4. (a) What products are found in Canada, near the Pacific?
- (b) Where is wheat grown?
5. (a) What does the land north of the St. Lawrence yield?
- (b) Where are the farms?
6. (a) Name the chief crops.
- (b) How are goods shipped from east to west Canada?
7. (a) What peninsula in southeastern Canada?
- (b) What island northeast of it?
8. (a) Name two industries of this section.
- (b) Chief seaport of this section.
9. (a) What does the large number of small rivers show about the rainfall?
- (b) Oldest city of Canada?
10. (a) Name the provinces of Canada.
- (b) Which section is a separate British colony?
11. (a) What circle crosses Canada?
- (b) Where?
12. What does this show about the climate?
13. (a) What bay between Canada and Greenland?
- (b) What connects it with the Atlantic?
14. (a) Where is Hudson Bay?
- (b) To what gulf of the U. S. does it correspond?
15. (a) What river flows into the Arctic Ocean?
- (b) What river flows into Hudson Bay?
16. Describe the surface of Canada.
17. (a) What gulf in the southeast?
- (b) What large island east of it?
18. Name the capital and chief city.
19. Tell about the government.
20. (a) Principal minerals.
- (b) Where found?
21. Where is Canada?
22. Name the bordering waters.
23. (a) What island is east?
- (b) West?
24. Compare the climate of Canada with that of the U. S.
25. Compare the two countries in size and population.
26. (a) What large bay indents Canada?
- (b) How is it connected with the Atlantic Ocean?
27. Name three rivers.
28. What mountains are in the west?
29. (a) Where do the fewest people live? Why?
30. Name and locate two peninsulas.

Exercise 6.

Central America

1. Where is Central America?
2. (a) Its surface and climate resemble those of what country?
- (b) What large lake in Central America?
3. Of what land does Central America consist?
4. Name four products.
5. (a) What water east?
- (b) What water west?
6. Where are the West Indies?
7. (a) What sea do they partly enclose?
- (b) In what zone are they?
8. Name the four largest.
9. What are the forms of government in the West Indies?
10. (a) Name the largest city of the West Indies.
- (b) What products are shipped from it?

Exercise 7.

North America

Aim and Value.—As in previous exercises.

Preparation and Method.—Require the children to use printed question pages from geographies or to select from old geographies pages containing printed questions. To group these according to country and then paste on slips, each one becoming material for busy work exercises. The following set of questions was so selected. A number of old geographies were cut up and the children required to classify the questions under the heading of the country that their contents showed they were related to.

1. Which part of the Rocky Mountain highland looks the widest? The highest?
2. Name three large rivers that flow from this highland to the west coast. Which of these rivers flows into the Pacific? Into Bering Sea? Into the Gulf of California?
3. What great mountain range forms the eastern part of this highland? Name two high ranges in the western part. Between what ranges does the region called the Great Basin lie? Name a lake in this basin.
4. Where is the Appalachian highland? Compare it with the Rocky Mountain highland—in length, in breadth, in height.
5. Where are the Western plains? What name is given to the plains on the south and west of the Great Lakes? Where are the Southern plains?
6. Thru what river do the Great Lakes find an outlet? What large river flows thru the prairies and Southern plains? Name a river flowing into the Arctic Ocean; into Hudson Bay.
7. Which is the largest island of the West Indies? What is the chief export of this island? Next in size? What ocean, gulf or sea are on three sides of the West Indies? What are the Bahama Islands? Where is Puerto Rico? Jamaica?

Map Studies.—Between what two countries does the Rio Grande flow? Name the large bodies of water that border on Mexico. What peninsula forms the northwest part of this country? The southeast part?

Exercise 8.

Aim and Value.—To teach the thoughtful use of the map, its definite value to the traveler and the location of the places spoken of.

Preparation and Method.—The teacher plans various imaginary trips from place to place. She writes it out in sentence form, placing dashes instead of the names of places. The children are required to use their maps and supply the missing names.

A Trip to North America

Having entered the Gulf of from the ocean, thru the strait, we stopped for a short time at, the great market of Louisiana.

Monday, we started on a trip up the River. The first day we passed the city of the capital of

Continuing our journey up the River to its source and then journeying east, we at last reached the Lakes.

The World's Commercial Products—I

GEOGRAPHY CLASSES, GRADES V TO VIII

Materials Used for Clothing

Alpaca

Alpaca is the silky wool obtained from an animal of the same genus as the llama. It is raised in Peru and other South American States. Each animal produces about ten pounds of wool. It is largely used for the manufacture of shawls, cloth for warm countries, umbrellas, etc. More than 2,000,000 pounds are imported annually into Great Britain. Vienna and guanaco are different species of alpaca. The color is black, grey, or brown.

Angora

The angora is a breed of goats. The name is derived from the capital of a province of Asia Minor. Angora goats have long, silky, curling hair. In Turkey the finest garments are made of Angora wool. Elsewhere it is chiefly used for trimmings, braids and shawls. Recently a species of Angora goat has been bred in the United States, Cape Colony and Victoria (Australia) for the sake of the wool. The annual value of the wool obtained from Turkey is about \$3,000,000—from all parts of the world about \$5,000,000.

Felt

Felt is a material formed without either spinning or weaving. It depends for its structure upon the natural tendency of woolen fibers and certain kinds of hair to combine with each other. The process of manufacture is to card waste wool, moisten it with steam, and then pass it thru a felting machine, in which it is beaten in such a manner that a compact cloth is formed. It is used for making carpets and covers of various kinds.

A peculiar coarse felt is the material of which the Russian peasants make their winter garments, and especially boots and shoes. It is the only material capable of resisting the intense cold of Siberia. Gun-wads and pianoforte hammers are other uses to which felt is put.

The property of felting is taken advantage of in the manufacture of felt hats, for which the hair of various animals can be used. Roofing felt is coarse felt saturated with pitch, coal-tar, or asphalt, and is employed for covering roofs, vessels, and iron buildings.

The manufacture is widely distributed throughout Europe and the United States.

Blankets

The best qualities of blankets are made entirely of wool. The more common ones are a mixture of wool and cotton, the cotton giving the strength. Superior kinds of blankets are made in the United States.

Gauze

This is a thin, delicate, transparent texture woven of very fine fiber. Its name is said to have been derived from Gaza, in Palestine, where it was first made. Large quantities are now produced by France and Switzerland. It is the result of a peculiar kind of weaving, the object being to keep the threads as far apart as possible. Gauze is used for gowns, and by millers for sifting flour. Owing to the development of the cotton trade, cheap textiles of the nature of gauze have become exceedingly common.

Broadcloth

Broadcloth is a fine kind of woolen cloth used for men's garments and women's gowns.

Brocade

This is an embroidered silk goods, enriched by flowers and figures, and into which gold or silver thread is often woven. Modern brocades are frequently manufactured without the gold or silver thread. It was originally a Chinese manufacture. The trade in brocade has, however, passed to Europe, and especially France. Brocades are largely used as upholstery cloths for furniture and hangings.

Canvas

A strong cloth made of linen, cotton, or hemp, the finer qualities used for needlework and the coarser for tent-coverings, sails of ships, etc. The canvas employed by artists is ground a neutral grey, before being worked upon. There are certain recognized sizes of artists' canvases, as kitten, 28 by 36 inches; three-quarters, 25 by 30 inches; half length, 40 by 50 inches; Bishop's half length, 44 by 56 inches; and Bishop's whole length, 58 by 94 inches.

Most of the canvas of commerce is manufactured in France, especially at the town of Flers. Canvas for needlework and tapestry is made at Beauvais and Paris.

Grass Cloth

Grass cloth is a soft fabric woven in China, made from the fiber of a species of nettle.

Lace

The open, ornamental fabric of linen, cotton, silk, or gold and silver threads, constructed by looping, twisting, or plaiting the threads into definite patterns, is called lace. There are three distinct varieties of lace, point lace, pillow lace, and machine lace. The first two are made by hand, another name for point lace being needle lace. Pillow lace is so called because it is manufactured with the aid of a large cushion into which pins are placed according to the pattern desired, and round which the lace thread is plaited from a number of small bobbins.

The manufacture of hand-made lace is a delicate and complex operation. It is carried on at various places in France and Belgium, and the varieties are known as Valenciennes, Lille, Mechlin, Cluny, and Brussels. The best point or needle lace is Point d'Alencon, and some of the Brussels lace, which is also needle-made, is distinguished as Point a L'Aiguille. The greater portion of Brussels lace is a pillow-made fabric. Other well-known varieties of hand-made lace are Maltese and Honiton.

There is large business done in the manufacture of machine-made lace in England, Nottingham being the center of the trade. The imitation of hand-made lace is excellent, and lace-making machines are among the greatest triumphs of mechanical ingenuity.

Silk

Silk is the fiber on the cocoon of the silkworm. It is the strongest, most lustrous, and most valuable of all textile fabrics. The principal countries manufacturing silk in Europe are France, Belgium, and Holland.

Drills in Rapid Work Arithmetic

[GRADES VII AND VIII]

By C. L. CHAMBERLIN, Michigan

In the actual affairs of life a large share of the times when one wishes to use the various processes of arithmetic no pencil and paper are at hand. The operations must be performed orally, or time be lost in securing the material for written work. For this reason it is well that a large share of the drill work given the older pupils be in oral processes, in order to prepare them for that kind of solution later in life.

Many arithmetical processes may be greatly shortened by the application of so-called "short cuts." The teacher should explain the relation of the numbers which permits the shortening of the solution, and should give problems in order that the pupil may have plenty of practice in their use. Many of these "short cuts" remain "long cuts" for the pupil in many instances, simply because the pupil has never had sufficient practice to give him the necessary skill in their use.

Short cuts are found in almost every part of arithmetic and should, if possible, be mastered one at a time as they are first met with in the larger book.

The use of short cuts and rapid work should always follow careful analysis, never precede it. Some short methods seem very illogical and are apt to be confusing at first. For this reason their use is best postponed until the subject has first been developed in a logical and analytical manner.

In this article we give twenty problems designed to be solved without the aid of a pencil except to write the answer to each. All of these problems may be solved orally, if the application of the required short cuts or special method of treatment is observed. The instructor should give similar lists and require a list of answers to be handed in at the end of a certain number of minutes.

If short methods are properly applied this list of problems ought to be solved by a pupil in the advanced grades of the common school in fifteen or twenty minutes. Pupils in the advanced classes will finish them in ten or twelve minutes, some possibly in still less time.

The instructor should insist that no work be put on paper but the answers.

The list is here given apart from the answers in order to afford an opportunity for any teacher desiring to use them to run them over under the same conditions applied to pupils' work. In marking a list of this kind we suggest the following:

1 1/4% for every problem *correctly* answered. For every problem to which any reasonable answer is given 1/4%. This is on a basis of 100% for the twenty problems if all are answered correctly.

1. Add 25, 36, 45, 64, 30, 12 1/2, 87 1/2.
2. From 1000 take 3/4 of 1000.
3. From the product of 12 and 15 take their sum.
4. Find cost of 101 spoons at \$15 per dozen.
5. What cost 2/3 gross pens at 1/2 cent each?
6. What cost 1 1/2, 3/4, 5 1/8, 5/8, 1/3 acres of land at \$300 per acre?
7. Multiply 24 by 62 1/2.
8. Multiply 27 by 66 2/3.
9. How many horses at \$62.50 will \$4,000 buy?

10. How many pencils at 3 1/3 cents each will 50 cents buy?
11. If \$100 buys 75 books, what will three books cost?
12. What per cent is gained in buying for 2 cents and selling for 5 cents?
13. What per cent is lost in buying for 5 cents and selling for 2 cents?
14. What per cent is gained or lost in buying for \$1 per bushel and selling for 26 cents a peck?
15. What is the bank discount at 33 days on \$120 at 6% without counting days of grace?
16. If the interest on \$200 for 3 mos. is \$5, what is the rate?
17. If the interest for 6 mos. at 8% is \$12, what is the principal?
18. If the principal doubles in 12 years at simple interest, what is the rate per cent?
19. If it cost \$5 to plate a watch 2 inches in diameter, what will it cost to plate one 4 inches in diameter?
20. How many rods around a square ten-acre field?

Solutions and explanations showing the application of short methods involved in the solutions:

1. Add by groups, skipping to get the best numbers to combine. Thus: $(45 + 30 + 25) + (12\frac{1}{2} + 87\frac{1}{2}) + (36 + 64) = 300$.
2. From $\frac{3}{4}$ of 1000 take $\frac{3}{4}$ of 1000, which leaves $\frac{1}{4}$ of 1000, or 250.
3. 12×12 plus 3×12 equal 180, and $180 - 27$ equals 153.
4. \$15 for 12 is at rate of \$1.25 each. $100 \times \$1.25$ (move decimal point two places) plus \$1.25 equals \$126.25.
5. $\frac{2}{3}$ of 144 equals 96. One $\frac{1}{2}$ c. $\frac{1}{2}$ of 96 equals 48, or 48c. cost.
6. Add by groups. $(5\frac{1}{8} + 5\frac{1}{8}) = 5\frac{3}{4}$ ($5\frac{3}{4} + \frac{3}{4} + 1\frac{1}{2}$) = 8, $8 + \frac{1}{3} = 8\frac{1}{3}$. Ans. $8 \times \$300 + \frac{1}{3}$ of \$300 = \$2500.
7. $62\frac{1}{2}$ is $\frac{5}{8}$ of 100. Hence multiply 24 by 100 and take $\frac{5}{8}$ of it. $\frac{5}{8}$ (or $\frac{1}{2} + \frac{1}{8}$) of 2400 = 1500.
8. This is similar to 7. $66\frac{2}{3}$ is two-thirds of 100. Hence 27×100 is 2700, and two-thirds of 2700 are 1800.
9. Since each horse costs $\frac{5}{8}$ of one hundred dollars, and all cost 40 hundred dollars, there will be as many horses as $\frac{5}{8}$ is contained times in 40, or 64 times, or horses.
10. $3\frac{1}{3}$ is $\frac{1}{30}$ of \$1.00, hence $\frac{1}{15}$ of 50c. Therefore 50c. will buy 15 pencils.
11. 3 books are $\frac{1}{25}$ of 75 books, hence will cost $\frac{1}{25}$ of \$100, or \$4.
12. If I buy for 2c. and sell for 5c. I gain 3c. on 2c., or $\frac{3}{2}$ of the cost. Now 100% of the cost equals the cost, hence $\frac{3}{2}$ of the cost is 150% the rate of gain.
13. Buy for 5c. and sell for 2c., I lose 3c. on 5c., or $\frac{3}{5}$ of cost. Now, 100% of cost equals cost. Ans. $\frac{3}{5}$ of 100% is 60%, rate of loss.

14. At \$1.00 per bushel I pay 25c. per peck. Hence I gain 1c. per peck. One cent on 25c. is $\frac{1}{25}$ of cost. 100% of cost equals cost $\frac{1}{25}$ of cost is $\frac{1}{25}$ of 100%, or 4% gain.

15. By the banker's 6% method, moving the decimal point two places to the left gives the interest for 60 days at 6%. Hence \$1.20 is interest for 60 days, and for 1 day is 2c. and for 33 days is 66c.

16. Since 3 mos. is $\frac{1}{4}$ of a year, a year's interest is \$20. 1% of \$200 is \$2, and \$2 is contained in \$20, 10 times. Hence \$20 is 10% of \$200. Hence the rate is 10%.

17. If interest 6 mos. is \$12, the interest 12 mos. is \$24. 8% of prin. is \$24. 1% is \$3. 100% is \$300.

18. 100% of the prin. equals the principal. If interest 12 years equals the prin., it equals 100%, and 1 year's interest is $\frac{1}{12}$ of 100%, or $8\frac{1}{2}\%$.

19. This depends upon a comparison of surfaces. This is made by noting the relations between the squares of the two diameters. 2 squared equals 4. 4 squared equals 16. Hence they compare as 4:16, or 1:4. Hence the larger costs $4 \times \$5$, or \$20.

20. 10×160 sq. rods equals 1600 sq. rods. The sq. root of 1600 is 40, the length of one side, and 4×40 equals 160, the length of fence around it.

As material for practice we furnish the following list of twenty problems for rapid work. The pupil (or teacher either) who can solve them without the use of pencil except to write the answers, and do the work in 15 seconds, will do well:

1. Add 23, 39, 64, 13, 18.
2. Take $12\frac{3}{8}$ from $15\frac{1}{4}$.
3. Find the difference between the product of $2\frac{1}{2}$ and 5, and that of $3\frac{1}{3}$ and 3.
4. Compare by division $12\frac{1}{2}$ with 15.
5. How many times can 75 be taken from 1800?
6. Multiply 48 by 75.
7. Find cost of $7\frac{1}{2}$ yards of cloth at 18c. a yard.
8. If $\frac{5}{6}$ of a cord of wood costs \$6, what will 2 cords cost?
9. 16 is four-fifths of what number?
10. 16 is $\frac{1}{2}$ of eight-ninths of what number?
11. What part of 100 is $16\frac{2}{3}\%$?
12. What part of 200 is $66\frac{2}{3}\%$?
13. What part of 1000 is 50% of 100?
14. Multiply 36 by $16\frac{2}{3}\%$.
15. Divide 4800 by $37\frac{1}{2}$.
16. What is the hypotenuse of a triangle whose base is 40 and whose perpendicular is 30?
17. What per cent of $12\frac{1}{2}$ is $2\frac{1}{2}$?
18. What number is 75% of four units?
19. What is the bank discount on \$360 at 6% for 60 days?
20. What is the square root of $8 \times 32 \times 9$?

Similar lists should be selected or originated by the teacher and practice given in the methods of rapid solution until pupils can handle them rapidly and easily.

ANSWERS.

We herewith give answers to the list of problems, for the benefit of those teachers who may wish to use them for test and comparison:

1. 157
2. $2\frac{7}{8}\%$.

3. $2\frac{1}{2}$.
4. $\frac{5}{6}$ or $1\frac{1}{5}$.
5. 24.
6. 3600.
7. \$1.35.
8. 30.
9. 20.
10. 36.
11. $\frac{1}{6}$.
12. $\frac{1}{3}$.
13. $\frac{1}{20}$.
14. 600.
15. 128.
16. 50.
17. 20%.
18. 3 units.
19. \$3.60.
20. 48.

Arithmetic. Fifth Year

Test Examples

By CAROL TURNER SMITH, Huey School, Phila.
[From "The Teacher," Philadelphia]

1. Analysis. If a train travels at the rate of 20 miles in $\frac{3}{4}$ of an hour, how long will it take it to go $5\frac{1}{2}$ miles? [$\frac{1}{2}$ hour or 12 minutes.]
2. If it requires 10 days for 5 men to paint a row of houses, how long would it take 12 men to do the work? [$4\frac{1}{6}$ days.]
3. A wagon loaded with coal weighed 5264.5 pounds. The wagon alone weighed $1264\frac{1}{2}$ pounds. How many tons of coal were in the load? [2 tons.]
4. A baseball team lost $\frac{3}{7}$ of the games they played. If they won 84 games, how many games did they play? How many did they lose? [147 games—63 lost.]
5. $24.06 + .038 \div 7.6$. [Result, 1203.]
6. Find the sum of $.058, 2\frac{1}{8}, 17$, and 3.317 . [22.5.]
7. If a machine makes 525 grape baskets in $1\frac{1}{4}$ hours, how many will it make in $4\frac{1}{2}$ hours? [1890 baskets.]
8. A boy walks $\frac{1}{4}$ of a mile to school. How many feet does he go? [1320 feet.]
9. The distance from New York to Buffalo is 440 miles. An automobile party leaves New York for Buffalo, traveling $145\frac{3}{5}$ miles one day, and $240\frac{1}{4}$ miles the second day. How many miles distant are they from Buffalo? [$54\frac{11}{40}$ miles or 54.275.]
10. An apartment house contains 10 apartments, for each of which the owner receives \$37.50 monthly for rent. What will be the owner's income for a year if he pays $\$487\frac{1}{4}$ yearly for taxes, \$300 for repairs, \$575.75 for lighting and heating, and the janitor's salary is \$80 per month? [\$2177.]
11. How much less will it cost to ship a cargo of wheat weighing 15,000 hundred-weight from Chicago to New York by the Great Lakes and Erie Canal at \$0.0785 per hundred-weight, than by rail at \$1.65 per hundred-weight? [\$1297.50.]

American Citizenship--Questions Answered

[GRADES VII AND VIII]

What States have eight hour labor laws, and what do these laws cover?

Arizona.—Eight hours constitute a day's labor in all underground mines and workings.

Arkansas.—Eight hours constitute a day's work on public highways and bridges.

California.—Unless otherwise expressly stipulated, eight hours constitute a day's work. The time of service of laborers, workmen, and mechanics employed upon any public works, or work done for the State, or for any political subdivision thereof, whether the work is to be done by contract or otherwise, is limited and restricted to eight hours a day.

Colorado.—A day's work for all workingmen employed by the State, or any county, township, school district, municipality, or incorporated town, and for employees in underground mines or workings, and in smelting and refining works, is restricted to eight hours.

Connecticut.—Eight hours of labor constitute a lawful day's work unless otherwise agreed.

Delaware.—Eight hours constitute a lawful day's work for employes of the city of Wilmington.

District of Columbia.—A day's work for all laborers and mechanics employed by the District of Columbia, or by any contractor, upon public works of the District, is limited to eight hours.

Hawaii.—For all mechanics, clerks, laborers, and other employees on public works and in public offices, eight hours constitute a day's work.

Idaho.—Eight hours' actual work constitute a lawful day's labor for manual laborers employed by the day on all State, county and municipal works.

Illinois.—Eight hours are a legal day's work in all mechanical employments, except on farms and when otherwise agreed; the law does not apply to service by the year, month, or week. Eight hours constitute a day's labor on the public highways.

Indiana.—Eight hours of labor constitute a legal day's work for all classes of mechanics, workingmen, and laborers, excepting those engaged in agricultural and domestic labor. Overwork by agreement, and for extra compensation, is permitted.

Iowa.—Eight hours constitute a day's labor on the public roads.

Kansas.—Eight hours are a day's work for all laborers, mechanics, or other persons employed by or on behalf of the State, or any county, city, township, or other municipality.

Kentucky.—Eight hours constitute a day's work on the public roads.

Maryland.—No mechanic or laborer employed by the Mayor or City Council of Baltimore, or by any agent under them, shall be required to work more than eight hours as a day's labor.

Massachusetts.—Eight hours shall constitute a day's work for all laborers, workmen, and mechanics employed by or on behalf of the commonwealth of any county, or of any city or town upon acceptance of the statute by a majority of voters

present and voting upon the same at any general election.

Minnesota.—Eight hours constitute a day's labor for all laborers, workmen, or mechanics employed by or on behalf of the State.

Missouri.—Eight hours constitute a legal day's work. The law does not prevent an agreement to work for a longer or a shorter time, and does not apply to agricultural laborers. It is unlawful for employers to work their employees longer than eight hours per day in mines and smelters. Eight hours are a day's labor on highways.

Montana.—Eight hours constitute a legal day's work for persons engaged to operate or handle hoisting engines at mines. The law applies only to such plants as are in operation sixteen or more hours per day, or at or in mines where the engine develops fifteen or more horse-power, or where fifteen or more men are employed underground in the twenty-four hours. A day's labor on public works and in smelters and underground mines is limited to eight hours per day.

Nebraska.—Eight hours constitute a day's work on public roads and on all public works in cities of the first class.

Nevada.—For labor on public highways, in underground mines, and in smelters, and on all works and undertakings carried on or aided by the State, county, or municipal governments, the hours of labor are fixed at eight per day.

New Mexico.—Eight hours constitute a day's labor on public roads and highways.

New York.—Eight hours constitute a day's work on highways, and on work done by or for the State, or a municipal corporation, whether directly by contractors or sub-contractors; also for all classes of employees, except in farm or domestic labor, the overwork for extra pay is permitted in private employments.

Ohio.—Eight hours shall constitute a day's work in all engagements to labor in any mechanical, manufacturing, or mining business, unless otherwise expressly stipulated in the contract.

Oklahoma.—Eight hours constitute a day's labor on public roads.

Oregon.—Eight hours constitute a day's labor on public roads.

Pennsylvania.—Eight hours of labor are a legal day's work, in all cases of labor and service by the day where there is no agreement or contract to the contrary. This does not apply to farm or agricultural labor, or to service by the year, month, or week. Eight hours constitute a day's labor for all mechanics, workmen, and laborers in the employ of the State, or of any municipal corporation therein, or otherwise engaged on public works. This act shall be deemed to apply to employees of contractors.

Porto Rico.—No laborer may be compelled to work more than eight hours per day on public works.

South Dakota.—For labor on public highways a day's work is fixed at eight hours.

Texas.—Eight hours constitute a day's work on the highways.

Utah.—Eight hours constitute a day's labor on all works carried on or aided by the State, county,

or municipal governments, and in all underground mines or workings, and in smelters and in all other establishments for the reduction of ores.

Washington.—Eight hours in any calendar day shall constitute a day's work on any work done for the State, or for any county or municipality.

West Virginia.—Eight hours shall constitute a day's work for all laborers, workmen, and mechanics who may be employed by or on behalf of the State.

Wisconsin.—In all engagements to labor in any manufacturing or mechanical business where there is no express contract to the contrary, a

day's work shall consist of eight hours, but the law does not apply to contracts for labor by the week, month, or year. Eight hours constitute a day's labor on the public highways.

Wyoming.—Eight hours' actual work constitute a legal day's labor in all mines and on all State and municipal works.

United States.—A day's work for all laborers, workmen, and mechanics who may be employed by the United States, or by any contractor or subcontractor upon any of the public works of the United States, is limited to eight hours.

(Condensed from *The World Almanac* for 1908)

Noted Americans: Study Outlines

[GRADES VI AND VII]

By MCLEOD

Giving a list of informational items to pupils "ready made" is a poor way to teach history, or any other subject. These outlines can be used as helps, by placing them upon the blackboard as a review of prominent points in personal history, previously learned from personal investigation as far as possible.

Benjamin Franklin

1. BORN
In Boston, Mass.
January 17, 1706.
2. FAMILY
Poor.
Father a tallow chandler.
Sixteen brothers and sisters.
3. EARLY LIFE
Sent to school at age of 8.
Sent to work at age of 12.
Ran away to New York, thence to Philadelphia.
4. LATER EVENTS
Started a printing business.
In 1730 married.
Became editor of a newspaper.
Held prominent local offices.
In 1757 sent to Europe on political business.
5. WORK AND DISCOVERIES
Discovered connection between electricity and lightning.
Invented the lightning rod.
Wrote several books.
Signed Declaration of Independence.
1782 signed treaty of peace in Paris.
6. APPEARANCE
5 feet, 10 inches in height.
Strongly built.
Light complexion.
Gray eyes.
7. CHARACTERISTICS
Fond of reading.
Fluent writer.
Very patriotic.
Affable and winning.
8. DIED
April 17, 1790.

John Adams

1. BORN
October 19, 1735.
At Braintree, Mass.
2. EARLY HISTORY
Educated at Harvard College.
Taught school at Worcester.
1764, married daughter of a minister.
3. EARLY OCCUPATIONS
Jurist
Writer and essayist.
4. PUBLIC LIFE
1774 sent to Congress.
Argued in favor of the Declaration of Independence.
1777 Commissioner to France.
1785 Ambassador to London.
1789 Vice-President of U. S.
1797 President of U. S.
5. LAST YEARS
1801, Defeated as president for second term.
Retired to Quincy, Mass.
Engaged in agricultural pursuits.
1820, Member of the convention to revise the Constitution of Massachusetts.
6. CHARACTERISTICS
Fluent writer and talker.
Patriotic.
Very just.
Quick tempered.
Fond of society.
Frugal.
7. DEATH
July 4, 1826.
Calm and composed.
Half a century after the Declaration of Independence.
8. CONTEMPORARY OF
Washington.
Franklin.
Jefferson.
Hamilton.
Lee.
Jay.
Laurens.

From Teachers Workshops

Neatness and Added Interest

My children used to be quite careless in their work, so I resolved to correct the difficulty. I spoke to the children one morning, giving them instructions as to the fixing of their papers. They made margins on the paper, then their lines were measured one-half inch apart. I told them to write between these one-half-inch lines, allowing the larger letters to go above the lines. This gradually formed their letters, and made a neat appearance.

Then I said that all correctly worked examples, and neatest papers, would be hung up, but all incorrect papers were to be put on a desk to be corrected at recesses.

The plan has proved to be quite instrumental in obtaining correct and neat-looking every-day work, for no child likes to lose his playtime. The pupils who improve quickly are allowed to write on single lines.

Physiology used to be quite a bugbear. I worked out a number of outlines for sixth, seventh and eighth year classes. Then I assigned two topics to each class, giving them a few hints as to where to find the best material. Each one tried to do his duty to prepare his topic, as anyone would be called upon to go to the board to either draw or write a topic. Then each topic was copied neatly in notebooks. We like physiology very much now.

Maryland.

EDITH A. SMITH.

Have Flowers in Classrooms

Especially during these fall days, it is worth while to make the effort necessary to have constant supplies of flowers, to adorn the rooms and to give to pupils. One reason why it is especially worth while now is that it requires less effort than thru the winter. Flowers are blooming in abundance. Almost every reader of this paragraph, who lives in or near a large city, knows someone living in those regions so near to the city that flowers can be sent easily and arrive in lovely condition after the short trip—someone who would delightedly respond to an invitation to forward a weekly box so long as dahlias, salvia, cosmos, etc., are blooming. Golden-rod and asters can be laid in with bayberry, and gorgeous maple leaves with soft pink boughs and dark cedar. Give to this "someone" in the country but the address of a school or its principal, to whom such a box would be welcome, and benefits will follow in the country as well as in the city.

However heavy the demands upon the teacher's attention and strength, however large the number of pupils and of subjects to be crowded into the day's work, howsoever many more than twenty-four hours per Saturday should be spent upon one's own plan-book and upon studying up the pedagogy belonging more particularly to the special teachers—to say nothing of the problems presented by the cases of "Jimmie and Johnnie and Susie Highflyer," as individuals (fifty in class? or sixty?), always there are systematic ways to be thought out and employed, forehanded habits, by which all troublesome conditions are lightened. One set—not trivial—of these habits aims for provision of flowers.

In the spring, a young woman living twenty

miles or so out of the city heard of fifty little boys down on the East Side marching out of school, each with a spray of white lilac (which had found its way from that girl to a teacher), and each and every boy—this was a surprise to her—unmistakably caring for the flower, glad and proud to have it. She took the address of the school, and the amount of pleasure resulting was amazing to everybody concerned. Weekly, until the close of the school year, came the big tailor-box deftly packed close with magnolia buds, wistaria, pink hawthorn, barberry, heavily fragrant calycanthus, adorable to children; flaming tulips, bunches of lilies-of-the-valley, roses, with just as highly admired daisies and clovers—the it was the principal and teachers who specially appreciated the tiny spring-beauties, Dutchman's-bunches and delicate deep-woods flowers and plants.

To secure similar "attractions" for school, only a moderate amount of forethought and effort is required from the teacher at this time of year.

S. P. PECKHAM.

Reading Numbers

Take forty-six cards of uniform size; at the top of each write the name of a State and underneath the capitol, principal city, principal river and chief products. Use it for a game, by giving the products, principal river, city or capitol, and let the pupils guess the State. I find this very effective in helping the pupils remember this part of their geography.

In teaching the pupils to write and read numbers correctly I tell them that the tens, hundreds, thousands, millions, etc., are family names. For instance, take the number 191,821. The 191 is the first name and thousand is the family name. I also tell them that the families own their houses, therefore they never move. This little story pleases, and I know from experience that it helps pupils to remember.

Michigan.

MAUDE L. SWEET.

Memory Gems and Short Poems

The beginning of the school term is a good time to arrange a series of memory gems and poems to be committed during the school year. At least one poem should be provided for committing each month. Some children will want to commit more than one a month; all will enjoy committing, tho it may require more time for a few.

Memory gems may be written on the blackboard by the teacher and may be committed weekly, or even daily. By the use of these exercises children are led to store up many valuable selections of literature.

How often the gem or the quotation will prove a help in time of need in future days! The grown-up child is always thankful for the gems and poems that he has at his "tongue's end." Why not have the teacher select a series of poems for each grade in her school at the opening of the term, and thus avoid the danger of using poor poems when selected in haste in time of need.

Pennsylvania.

CHRISTIANA M. BOYER.

The Discovery of America

A School Play for Columbus Day

By E. FERN HAGUE, New York

CHARACTERS	
COLUMBUS	FATHER PEREZ
QUEEN ISABELLA	SAILORS
KING FERDINAND	SPECTATORS
PAGE	NOBLEMEN
ST. ANGEL	WISE MEN

Scene I.

First Wise Man.—Your Majesties, Christopher Columbus, the Italian Sailor, thinks the earth is round and that he can reach the east by sailing west.

King Ferdinand.—Proceed, learned doctors, and examine this man's theory.

Second Wise Man.—What reason have you for thinking that you have found a new route to India?

Columbus.—I will show you. Now suppose this apple were the earth. This way is east and that way is west. Right here where I stick this pin is Spain. A ship sailing directly west would reach India by water more quickly than by going east thru the Mediterranean Sea and across mountains and deserts. We would save much time and expense by sailing west. Do you see?

Third Wise Man.—We see the apple, but we cannot imagine it looks anything like the earth.

Fourth Wise Man.—You have only to open your eyes and look about you to see that the earth is as flat as a board.

Fifth Wise Man.—Suppose the earth were round, do you suppose people and animals could stick to the underside like flies to the ceiling?

Sixth Wise Man.—Suppose people could stick to the earth, wouldn't they look funny walking about with their heads hanging down?



Seventh Wise Man.—Suppose the earth were round and you did sail around to the other side, how could you get back? Did anyone ever hear of a ship sailing uphill?

Columbus.—I see you don't understand. Let me explain.

NOTABLE BOOKS

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Eighth Wise Man.—We understand that you are talking nonsense.

Ninth Wise Man.—We know as much as we want to know about your ideas.

Tenth Wise Man.—Your Majesties, we are wasting time listening to this man.

King Ferdinand.—We are too busy just now to spare you more time.

Queen Isabella.—When our war with the Moors is over, come back and we will hear more of your plans.

(Exeunt all except Columbus and St. Angel.)

Columbus.—Alas! they would not try to understand me. I see no help in Spain.

Father Perez.—Do not be discouraged, my friend, and do not leave Spain. Let us follow the court and watch our chance to see the Queen.

Scene II,

(St. Angel pleads for Columbus.)

(Enter Queen)

Page.—Your Majesty, the good Priest St. Angel wishes to speak with you.

Queen.—Show him in.

(Enter St. Angel)

Queen.—What is thy mission, St. Angel?

St. Angel.—O, most wise Queen, I come to speak in behalf of my friend, Christopher Columbus, the Italian. For five years he has followed your court from city to city, hoping you might grant him ships and men, to carry out his plans for reaching India by sailing west. I am sure he is right. Suppose he should fail. You would not lose much. But suppose he should succeed! Just think of the honor and glory such a discovery would be to Spain!

Queen.—Get this man Columbus, at once, and if I believe his theory, I will get him the men and ships, even if I must sell my jewels to do so.

Scene III.

THE DEPARTURE

First Spectator.—Look! See the ships! That large one is the "Santa Maria," the ship that Columbus will sail in. The one to the right is the "Nina," and to the left is the "Pinta."

Second Spectator.—Why does the Queen send men upon such a hopeless task?

Third Spectator.—All because Columbus has a crazy notion that the earth is round.

Fourth Spectator.—I pity those poor sailors who are going on those ships! Just think of the horrors in store for them!

Fifth Spectator.—Think of sailing to the edge of the earth!

Sixth Spectator.—And into waters that are always boiling hot!

Seventh Spectator.—Yes, and in sailing into seas where nobody else has ever been!

Eighth Spectator.—They say, too, that there are sea monsters that are so large that they can swallow the "Santa Maria" in one mouthful!

Ninth Spectator.—See! The sailors are going down to the wharf.

Tenth Spectator.—Their mothers and wives are weeping and the children are clinging to their fathers.

Eleventh Spectator.—Let us go down to the shore and see them off.

Scenes IV and V of this little play will be given in *The School Journal* for October.

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National Education Association

CLEVELAND, O., JULY 1, 1908

Declaration of Principles

The National Education Association, now holding the 46th annual convention in Cleveland, and representing teachers and friends of education in every state in this Union, makes the following declaration of principles and aims:

1. Fully realizing that trained and skilled labor is a primary essential to the industrial and commercial welfare of the country, we cordially endorse the establishment by municipal boards of education of trade schools, industrial schools, and evening continuation schools; and further recommend that the instruction in these schools be practical and efficient, and have the advice, and the approval, of the trade interested to the end that graduates of these schools may at once become advanced apprentices or journeymen.

2. We recommend the subordination of highly diversified and overburdened courses of study in the grades to a thorough drill in essential subjects; and the sacrifice of quantity to an improvement in the quality of instruction. The complaints of business men that pupils from the schools are inaccurate in results and careless of details is a criticism that should be removed. The principles of sound and accurate training are as fixed as natural laws and should be insistently followed. Ill-considered experiments and indiscriminate methodizing should be abandoned and attention devoted to the persevering and continuous drill necessary for accurate and efficient training; and we hold that no course of study in any public school should be so advanced or so rigid as to prevent instruction to any student who may need it in the essential and practical parts of the common English branches.

3. We assert that the individuality of the pupil should be carefully considered, to the end that he may be instructed in the light of his limitations and capacity; and commend to all local authorities the necessity of greater care in the arrangement of courses of study, that they may be adapted to the pupils to be instructed, rather than that pupils should be adapted to fixed courses of study and inflexible system of grading.

4. There is concededly a grave moral depression in our business and social atmosphere. The revelations of the financial and legislative world for the past two years denote a too general acquiescence in questionable practices and standards. We earnestly recommend to boards of education, principals and teachers the continuous training of pupils in morals, and in business and professional ethics, to the end that the coming generation of men of affairs may have a well-developed abhorrence of unfair dealing and discrimination. The establishment of the honor system in schools, the ostracism of the dishonest or unfair pupil, the daily exemplification in the routine life of the school of the advantage of honest and truthful methods, are commended to the especial attention of teachers as a partial means to this end.

5. The Bureau of Education at Washington should be preserved in its integrity and the dignity of its position maintained and increased.

(Continued on page 29.)

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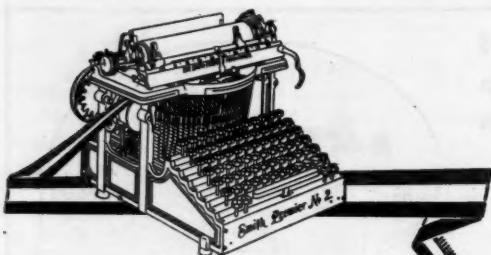
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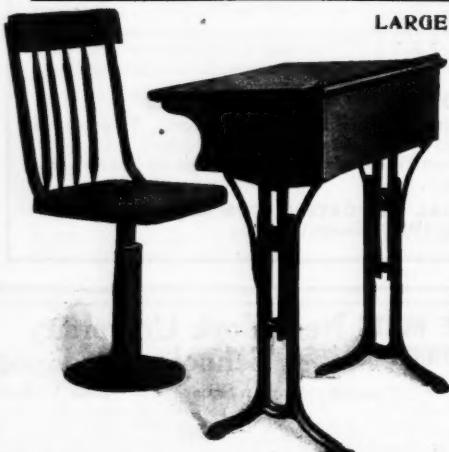
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N. E. A. Principles

(Continued from page 27.)

It should receive at the hands of Congress such recognition and such appropriation as will enable it not only to employ all expert assistants necessary, but also to publish in convenient and usable form the results of investigations, thus making that department of our government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education. We are of the opinion that the importance of the subject under its control, and the dignity of this country require that this bureau be maintained as an independent department of the government.

6. The National Education Association notes with approval that the qualifications demanded of teachers in the public schools are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that any one with a fair education can teach school is gradually giving way to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standard demanded of teachers must lead logically to higher salaries for teachers, and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

7. It is the duty of the state to provide for the education of every child within its borders, and to see that all children obtain the rudiments of an education. The constitutional provision that all tax payers must contribute to the support of the public schools logically carries with it the implied provision that no persons should be permitted to defeat the purposes of the public school law by forcing their children at an early age to become bread-winners. To this end the child labor and truancy laws should be so harmonized that the education of the child, not its labor, is made the chief concern.

8. The National Education Association indorses the increasing use of school buildings for free vacation schools and for free evening schools and lecture courses for adults and for children who have been obliged to leave the day school prematurely. We also approve of the use of school grounds for play grounds and the use of school gymnasiums and bath rooms for the benefit of children in the crowded districts during summer.

9. Local taxation, supplemented by state taxation, presents the best means for the support of the public schools and for securing that deep interest in them which is necessary to their greater efficiency. State aid should be granted only as supplementary to local taxation, and not as a substitute for it.

10. The National Education Association observes with great satisfaction the tendency of cities and towns to replace large school committees or boards which have exercised thru sub-committees executive functions, to salaried experts.

11. We cannot too often repeat that close, intelligent, judicious supervision is necessary for all grades of schools.

12. The rapid establishment of rural high schools and the consolidation of rural district schools are most gratifying evidences of the progress of education. We believe that this movement should be encouraged until the children of rural communities enjoy the benefits of public education.



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to an extent approximating as nearly as practicable the education furnished in urban communities.

13. The National Education Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of to-day a tendency toward a disregard to constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion and places important obligations upon school boards, superintendents and teachers.

14. The National Education Association wishes to congratulate the secondary schools and colleges of the country that are making an effort to remove the taint of professionalism and other abuses that have crept into students' sports. This taint can be removed only by leading students, alumni, and school faculties to recognize that inter-school games should be played for sportsmanship and not merely for victory.

15. It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some states as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed.

16. It is important that school buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating not only the children but the people as a whole in matters of taste. The

school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty.

17. The highest ethical standard of conduct and of speech should be insisted on among teachers. It is not becoming that commercialism or self-seeking should shape their actions, or that intemperance should mark their utterances. A code of professional conduct clearly understood and rigorously enforced by public opinion is being slowly developed and must one day control all teachers worthy of the name.

18. In teaching, as in other kind of work, the best service is secured by finding the individual best fitted to the particular place as indicated by training, experience and meritorious service; the National Education Association therefore heartily approves a merit system of promoting teachers and filling vacancies. We assert, furthermore, that the grounds upon which a teacher may apply for a position are preparatory training, experience and meritorious service—in a word, professional fitness alone; and that the use of other personal and political arguments is deplorable in the teacher and a serious menace to a high professional standard.

* * *

Resolved also, That public high schools should not be chiefly fitting schools for higher institutions, but should be adapted to the general needs, both intellectual and industrial, of their students and communities, and we suggest that the higher institutions might wisely adapt their courses to this condition.

And we also suggest to school boards and superintendents the importance of securing for their high schools teachers who have not only abundant scholarship but also successful experience in teaching or efficient and practical training in pedagogy.

The foregoing principles and aims and the subsequent resolutions have

been fully considered by the committee and unanimously adopted.

COMMITTEE:

Howard J. Rogers, Chairman,
Orville T. Bright,
Charles E. Chadsey,
E. H. Mark,
G. M. Philips,
D. B. Johnson.

N. E. A. Aftermath

Mr. Brereton, the distinguished English educator, was again the official guest of the N. E. A. He has delightful humor, which makes him a very popular speaker. He made a special hit with the remark that he felt much like an emphatic brother who said that he'd prefer heaven for climate but hell for company. The effect upon a hot-weather audience may be imagined.

Mr. Bonebrake, former state commissioner of education in Ohio, was in attendance, and seemed to enjoy very much meeting his many educational friends. He is selling bonds for a living, and has concluded that he likes the educational world for company, but the financial world for business.

Mr. George Reed, the ever-genial one of the Dixon Crucible Company, intends to organize a society of Charleston survivors. There will be no end of possibilities for experience meetings. The survivors of the Charleston convention of the N. E. A. may become as influential a body as the G. A. R.

Cleveland was brilliantly decorated. N. E. A. banners, the Cleveland colors, and Old Glory greeted the eye everywhere. Curiously enough, the liquor saloons, every one of them, vied with other business places in covering their entrances with bright bunting. Yes, Superintendent McNeill, of Memphis, is sure he saw a big sign of "Welcome, N. E. A." over the entrance to one of the cemeteries. He also ran across an undertaker's shop extending equally hearty greetings to the visiting teachers.

Greatness did not impress the
(Continued on page 32.)

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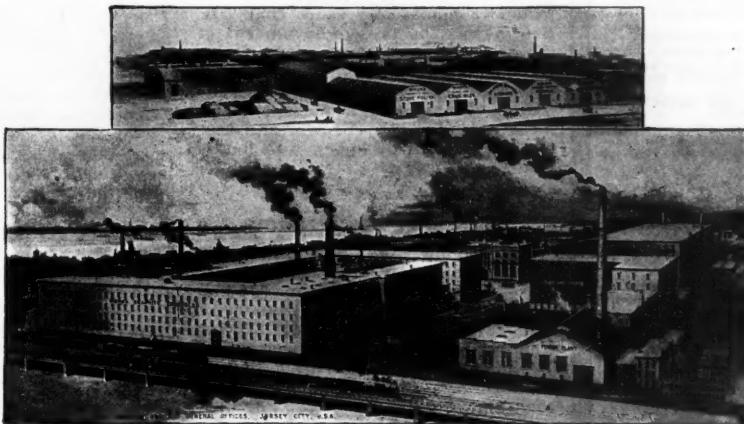
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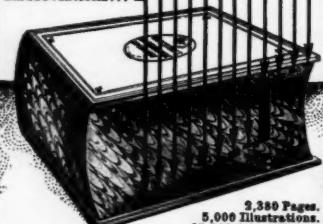
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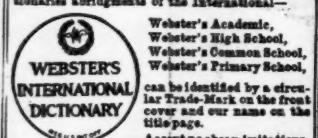
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N. E. A. Aftermath

(Continued from page 30.)

guardians of the portals to the various meeting halls. When the seats were filled, no one could gain admission to the house, whoever he was. The story passed around that several of the speakers and two of the executive officers had a hard time to convince the Cerberus of the stage entrance that their presence inside was an urgent necessity. Personal experience proved that platform tickets were of no value. Fifteen minutes before a Booker Washington meeting, neither fumings nor pleading could gain admission, even though one were decorated with an active membership badge, a State ribbon and a Denver pin, and held three platform tickets under the doorkeeper's nose. In Mayor Johnson's town democracy is the rule; no favors for anyone.

President Thompson, of Ohio University, was shut out from the meeting addressed by Sara Louise Arnold, Jane Addams and Ella Flagg Young. So were hundreds of others. Dr. Thompson espied United States Commissioner Brown among the omitted, and offered to have that distinguished official brought to the platform. Three of us followed in the faint hope of being passed in as entourage. The guardian of the stage door said, "Full house." But Dr. Thompson was insistent. "United States Commissioner of Education? You mean to say Dr. Harris?" Explanation that Dr. Harris was no longer commissioner and that Dr. Brown was the present incumbent of the office, made no impression. Later the doorkeeper allowed himself to be persuaded to have the powers inside indorse President Thompson's statement regarding Dr. Brown, and that is how the commissioner was finally admitted.

Exchange of Teachers

An exchange of teachers between Prussia and the United States is to go into operation in September, being managed by the Prussian Minister of Public Instruction and the Carnegie Foundation for the Advancement of Teaching. The plan was suggested by the Prussian government, which will send over a dozen teachers. The Carnegie Foundation received many applications for appointment to Prussia, and a committee consisting of the President of the Foundation, Professor Julius Sachs of Columbia University, Professor Calvin Thomas of Columbia University, and Head Master

James G. Croswell of the Brearley School, New York, selected the following twelve teachers to represent the United States:

William A. Averill, Monmouth, Ill.
John Franklin Brown, Laramie, Wyo.

James Andrew Campbell, Lawrence, Kan.

Howard Wadsworth Church, New Haven, Conn.

F. E. Emmons, Olean, N. Y.
John Lewis Gillin, Iowa City, Ia.
Frederick D. Green, Detroit, Mich.
Stephen B. Harvey, Hillsdale, Mich.

Herman Charles Henderson, Milwaukee, Wis.

Frederick W. Oswald, Madison, Wis.

Harry Bradley Smith, Waterloo, N. Y.

Lyman G. Smith, Cambridge, Mass.
These teachers will each reside at some Prussian *gymnasium* and converse in English with the older students upon American institutions and American customs. The instruction will be entirely informal in character. The teachers will receive a salary from the Prussian government and will be warmly welcomed into the inner circle of German academic life. In addition to pleasant social advantages, they will have an excellent opportunity of studying the German educational system from the inside. Upon their return to America they will report their impressions of German education to the Carnegie Foundation.

Henry Lomb—The Children's Friend

The Bausch & Lomb Optical Company, of Rochester, N. Y., has announced the death, on June 13, of Henry Lomb. Mr. Lomb was one of the founders of the company. His long life of almost eighty years was spent in the service of his fellowmen. Readers of THE SCHOOL JOURNAL, many of whom have had business dealings with the firm to which Mr. Lomb belonged, will sympathize with his friends in their bereavement.

Mr. Lomb will long be remembered as a philanthropist, and especially in connection with his work for education. In 1885 he founded the Mechanics' Institute at Rochester, to enable young men and women to obtain the proper facilities for securing an education which would fit them for vocations and inspire in them a spirit of service. He gave very liberally to this object, and one of the greatest acts of his life was the establishment

of scholarships for children of poor parents. He founded at the Institute a scholarship called "The American Citizen Soldiers' Scholarship," to give educational opportunities to the descendants of men who fought in the War.

He was the organizer of the Public Health Association of Rochester, which has cared for the eyes and teeth of thousands of the city school children. Captain Lomb's interest in this work never flagged. For several years he carried alone the financial burden of its support. On his initiative a convention for the suppression of tuberculosis was held in Rochester last winter.

As a member of the American Public Health Association, he offered, thru it, prizes for essays on "Healthy Homes and Foods for the Working Classes," "The Sanitary Conditions and Necessities of Schoolhouses and School Life," "Practical Sanitary and Economic Cooking Adapted to Persons of Moderate and Small Means," etc. All the essays have been published and large numbers have been distributed in many parts of the country.

Captain Lomb's last appearance in public life was at the meeting of the directors of the Public Health Association on June 5th. He took an active part in the deliberations and was much interested in the establishment of a clinic which would look after the deformities of the limbs and spines of school children. At the close of the meeting the president turned to him and said, "Captain Lomb, we are like children in this work and we need any advice you may care to give us."

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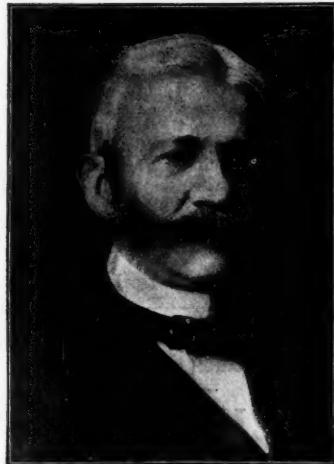
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Mr. Lomb's reply was, "You are all doing well. You need no advice. All I want to say to you is to be good children, thinking of others first, yourselves afterwards."

He Didn't Get Exempted

I didn't git exempted, so I had to set an' scrawl,
Wile the other fello's loafed aroun'
'r had a game of ball;
An' w'en I tol' the Principal I didn't think it fair,
He gave me quite a lecture as I was standin' there.

He said that them as works real hard
w'en workin' time is due,
Will always come out 'way ahead w'en
workin' time is thru;
But them as plays an' loaf along
must work w'en it's red hot,
W'en yer thinker gits befuddled an'
the half you know's forgot.

He said that w'at is true of school is
true for grown-up folks,
That no one in this busy world has
any use for "pokes."
So after this I'll play an' work with
this one end in view:
To make a mark of "80," like the
other fello's do.
—JOHN L. SHROY in *Evening Bulletin*.

An Oral Test

How many of the following questions can you answer correctly:

What is Telepheme?
Is Hongkong a city?
What was the Geneva Bible?
What is a Swiss Canton?
What are Consols?
How is Chauffeur pronounced?
What is a Treaty of Reciprocity?
What is a Skew?
What is Salvage?
What is a Statute of Limitations?
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There is one firm, whose prophecy of last winter came true in a most remarkably accurate way.

The Holden Patent Book Cover Company, of Springfield, Mass., stated early in the winter in their advertising matter that "hard times" would show them a larger volume of business than ordinarily, as School Boards would find it necessary to watch carefully the expenditure of every cent.

It was necessary that School Officials protect their books outside with the Holden Book Covers and inside with the Holden Repairing Materials, so that they could be made to last fully twice as long as usual, and thus reduce the annual outlay for replenishing new books.

In a communication from the above firm, they state that their business, this year, has developed in bounds and leaps, and that the volume of business during the months of July and August was larger, for those two months, than in any two months in a like season during the past ten years.

This firm has always been first and foremost in the manufacture of Book Covers and Mending Materials, having the largest steam power plant for the manufacture of such articles in the world, and manufacturing more of these Materials in one month than all the combined methods and varieties that have ever been brought out.

Their liberality and their honorable dealings with School Boards has won them a very enviable position with the School Officials thru out the United States.

People Tell Each Other About Good Things

Fourteen years ago few people in the world knew of such a preparation as a Powder for the Feet. To-day, after the genuine merit of Allen's Foot-Ease has been told year after year by one gratified person to another, there are millions who would as soon go without a dentrifice as without Allen's Foot-Ease. It is a cleanly, wholesome, healing, antiseptic powder to be shaken into the shoes, which has given rest and comfort to tired and aching feet in all parts of the world. It cures while you walk. Over 30,000 testimonials of cures of smarting, swollen, perspiring feet. It prevents friction and wear of the stockings and will save in your stocking bill ten times its cost each year. Imitations pay the dealer a larger profit, otherwise you would never be offered a substitute when you ask for Allen's Foot-Ease, the original powder for the feet. Imitations are not advertised because they are not permanent. For every genuine article there are many imitations. The imitator has no reputation to sustain—the advertiser has. It stands to reason that the advertised article is the best, otherwise the public would not buy it and the advertising could not be continued. When you ask for an article advertised in this paper, see that you get it. Refuse imitations.

Languor and weakness, due to the depleted condition of the blood, are overcome by Hood's Sarsaparilla, the great vitalizer.



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"For my part I don't see any more harm in a game of cards than in a game of chess."

"But consider the associations."

"What associations?"

"Why, at chess you play with two bishops, while at cards you play with four knaves." —*Boston Transcript*.

On the Contrary

Eph Green—Ah desires to purchase ah razzer.

Clerk—Safety?

Eph Green—No, sah; dis am fo' social usage.—*Harper's Weekly*.

After Vacation

Just as it is harder to set a ball in motion than to keep it in motion, it is harder to take up any line of work again, after the summer vacation, than to keep on with it.

The effects of the strain are seen in changed looks, diminished appetite and broken sleep.

Now is a time when many—clerks, bookkeepers, teachers, pupils and others—should take a tonic, and we think the best is Hood's Sarsaparilla, which acts on the whole system, builds it up, and wards off sickness.

The Neatfit Book Cover

There is a new one-piece book cover on the market. It is called the "Neatfit." These covers are made in as many sizes as there are different sizes of books. They are already fitted, no sticking, no adjusting and can be put on in about ten seconds. The title of the book is printed on the side and back of the cover, so the identity and individuality of the book is preserved. This makes the books easier to handle and adds very much to their appearance. The absence of seams makes the cover practically germ-proof. The stock is waterproof and of excellent wearing quality. These covers will interest school men because they are inexpensive, attractive and sanitary. They are manufactured by the National Book Cover Company of Syracuse, N. Y.

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